



BETHEL
UNIVERSITY

Bethel University
Education Department

CHARTER SCHOOL
HANDBOOK

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BETHEL UNIVERSITY

History of Bethel University

Bethel University is a private liberal arts institution located in Arden Hills, Minnesota, north of the city of Saint Paul. The college grew out of earlier educational institutions, including a seminary (established 1871) and an academy (established in 1905), founded to serve the sponsoring denomination, the Swedish Baptist General Conference, now known as Converge Worldwide. The institution reorganized as Bethel University in 2004 to reflect its broad scope of programs, including a traditional undergraduate liberal arts program, adult undergraduate degree completion programs, graduate and seminary degree programs.

Bethel University Overview

Based in St. Paul, Minnesota, Bethel University offers bachelor's and advanced degrees in nearly 100 fields with approximately 6,300 students from 48 states and 32 countries. Bethel University is organized into four distinct schools, the College of Arts and Sciences, The College of Adult & Professional Studies, the Graduate School, and Bethel Seminary.

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for recent high school graduates and transfer students. Bethel takes a whole-person approach to education—encouraging each person to achieve academic goals, and engage in a lively community—Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty is dedicated to teaching, integration of faith and learning, and the translation of personal calling-of Christian belief-into global service. The college consistently ranks among top Midwestern Universities in the “America's Best Colleges” issue of U.S. News & World Report, and is listed in “Top Colleges for Top Students” in Peterson's Competitive Colleges.

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies (CAPS) has helped adults beginning or returning to school to earn their bachelor's or associate's degrees. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer six associate and bachelor's degree completion programs in the areas of business and leadership, communication, healthcare and human services, and Christian ministries, along with a General Studies program. Students are enrolled in convenient locations in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers 13 graduate programs, including master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licensures. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Students are enrolled in several locations in the Twin Cities, with class schedules convenient for working adults.

Bethel Seminary

Founded in 1871, Bethel Seminary is among the 15 largest accredited seminaries in the U.S. with approximately 1,000+ students from more than 70 denominations enrolled on campuses in St. Paul and San Diego and through the distance learning program, a blend of online and face-to-face coursework.

(Bethel Catalog, 2015-16)

CHARTER AUTHORIZING

Mission and Vision

For over 50 years, Bethel University has prepared many fine educators. As an academic institution, it is Bethel's mission to educate and energize men and women for excellence in leadership, scholarship, and service. In accord with its mission and vision, Bethel University supports school choice through its charter school authorizing efforts. The goal is to authorize a network of charter schools - each with its own individual curricular focus, and all subscribing to an accountability model informed by the most current research about ensuring children's success.

Bethel supports charter schools because they offer teachers, parents and community members the opportunity to create new public schools in response to community needs. Quality charter school authorizing is the foundation of the charter promise of accountability for results, supporting school innovation, and the creation of quality educational opportunities. While charter authorizers are not responsible for the ultimate success or failure of a charter school, they can have a major impact on that outcome by providing strong oversight and accountability. It is the intention of Bethel University that its network of charter schools represent a variety of instructional models, from which we can learn and with whom we can partner in innovative models that recognize student differentiation and support student achievement at the classroom, grade, subject area, school, and network levels.

Mission and Vision: University, Education Department and Charter Authorizing

	Bethel University	Education Department	Charter Authorization
Mission	Boldly informed and motivated by the Christian faith, Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service. We prepare graduates to serve in strategic capacities to renew minds, live out biblical truth, transform culture, and advance the gospel.	Bethel Education Department supports the university's mission.	Bethel's commitment to authorize charter schools is an outgrowth of its history and mission to educate and energize men and women for excellence in leadership, scholarship, and service. Bethel Education sees charter authorization as strategically assisting in the positive growth of innovative education that contributes to the larger dialogue about quality teaching and learning with both proof of conceptual and scalable models.
Vision	Bethel will be the Christ-centered university of choice for this century. Rooted in faith. Committed to excellence. Bethel will become the leader in Christian higher education by building stronger communities, equipping confident leaders and	The Department of Education at Bethel will guide candidates to become inspiring teachers through Christ-centered values. Learn how to work collaboratively and creatively so they can watch potential come to life in their classrooms.	The Education Department's vision for charter school authorizing is to serve innovative charters, committed to academic excellence for their students, and show proof of practice in alternative and scalable designs for education to our pre-service teachers,

	<p>gracious servants, and preparing passionate world-changers. Through our thoughts, words, and actions, we'll demonstrate what it means for a university to be centered on Jesus Christ.</p>	<p>We go beyond books and theories to provide significant, real-world opportunities in a number of diverse settings to ensure success.</p>	<p>educational researchers, and the field of practice.</p> <p>Bethel's vision of charter school authorizing is to oversee a network of charter schools, each with its own individual curricular focus, and all subscribing to an accountability model informed by current research and ensuring all children's success academically, socially, and civically.</p> <p>Our goal is to visibly and intentionally encourage and collaborate with schools that are examples of unique models of education and demonstrate support of school choice, in order to impact the learning of all students and improve achievement.</p>
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Charter School Vision and Purpose

Bethel's charter school vision is in accordance with Minnesota Statute 124E.01 (2016) Charter Schools, which states:

"The primary purpose of charter schools is to improve all pupil learning and all student achievement. Additional purposes include to:

1. increase learning opportunities for all pupils;
2. encourage the use of different and innovative teaching methods;
3. measure learning outcomes and create different and innovative forms of measuring outcomes;
4. establish new forms of accountability for schools; or
5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site."

World's Best Workforce

Minnesota Statutes 124E.10, subdivision 1, related to charter school contracts was amended to include WBWF outcomes. A charter school must design its program to at least meet the outcomes adopted by the commissioner for public school students, including the WBWF goals under section 120B.11, subdivision 1.

Bethel adheres to Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce.

(a) "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

(b) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.

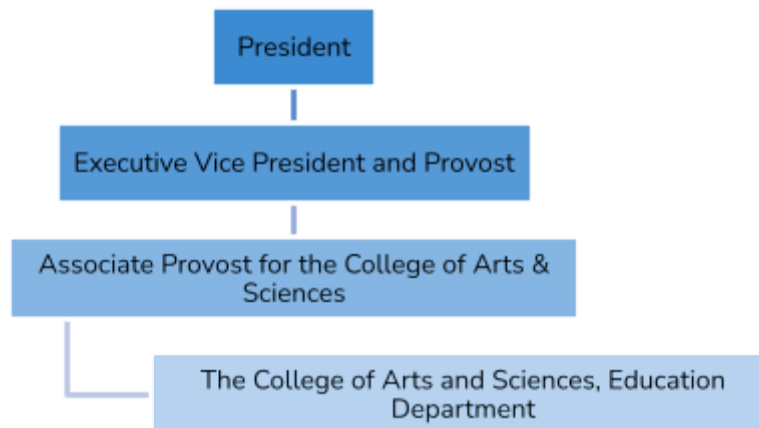
(c) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Organization and Capacity

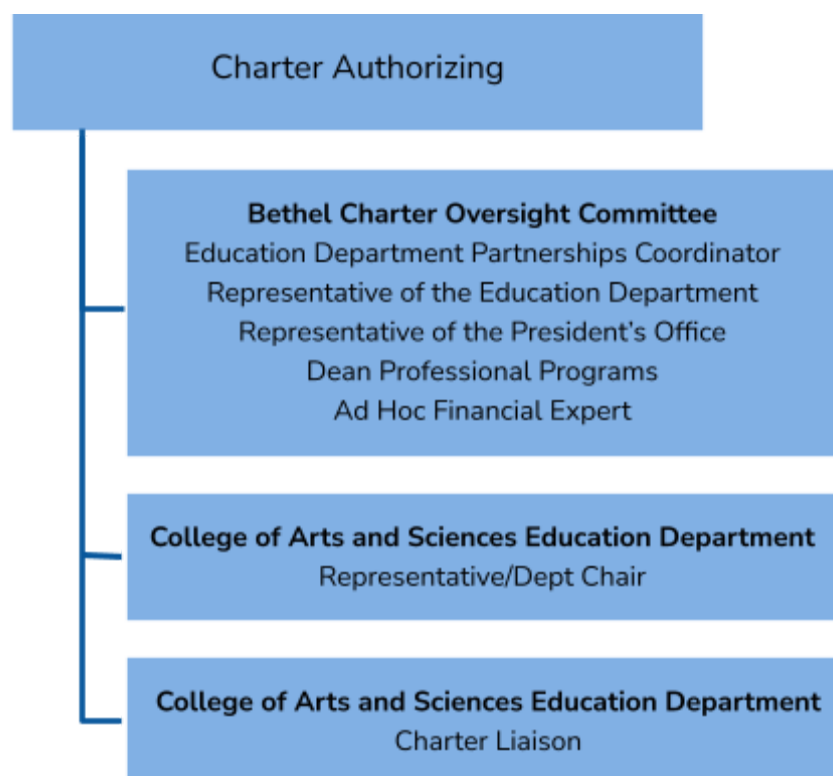
Bethel is committed to supporting charter schools in Minnesota through its authorizing efforts. The Education department demonstrates this commitment through the Bethel Charter Oversight Committee (BCOC), the staff position of charter school liaison, financial resources, and best practices. As illustrated in the chart above, the mission and vision of both Bethel University and the Education Department not only align with the spirit of MN charter school law, but with national standards, promoted by National Association Charter School Authorizers (NACSA), as well.

Excerpt from the University-wide organization chart



Note: the President of Bethel University signs the charter contracts

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences. The charter liaison works most directly with the Bethel College of Arts and Sciences Education Department representative.



Financial Capacity

It is the responsibility of Bethel University as an authorizer to ensure that our network of charter schools has meaningful and transparent oversight. The BCOC, in accord with national best practices, ensures that high stakes decisions are made based on merit and not on financial incentives or disincentives while relying primarily on fees and having staff dedicated to charter authorizing.

Of particular importance is Bethel's role in ensuring that its charter schools operate with a viable business model and the highest expectations for financial management. The BCOC will always include at least one member who is a financial expert to fully interpret financial data and to advise efficacy of financial models. The Bethel University attorney is also integrally involved in approving contracts and other legal documents. The President's Representative, who sits on the BCOC, maintains contact with legal counsel as needed.

Education Department - Charter School Authorizing Program

The Bethel Charter School Liaison, working with the Education Department Representative and BCOC, is responsible for the leadership and management of the Charter School Authorizing Program. The Bethel Charter School Liaison assumes responsibilities for communication and coordination with staff and administrators at the schools and to facilitate oversight of schools authorized by Bethel

The Bethel Charter School Oversight Committee (BCOC)

The Bethel Charter School Oversight Committee is made up of five full members. This committee works with the Bethel Charter School Liaison to provide regular, and ongoing oversight to each of the charter schools that the University authorizes. The BCOC will determine if there is appropriate capacity, both fiscal and human capital, to support additional schools annually at the Spring quarter meeting. See the Duties and responsibilities for BCOC members document in the Appendix.

Committee Membership	Education Department Charter Liaison	Representative of the Education Department	Representative of the President's Office	Dean Professional Programs	Ad Hoc Financial Expert
Duties and responsibilities	See the job description	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Work directly with the Charter Liaison	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Connection to legal counsel	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Shares BCOC work with Bethel	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Experience with contracts,

		Experience with curriculum and instruction	Experience with facilities and operations	University administrators Experience with academics and accreditation	leases, and facilities
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BCOC Professional Development

The Bethel Charter School Liaison and members of the BCOC will take part in annual training. Sessions will align with Bethel's mission and vision as an authorizer, as well with state standards set by the Minnesota Department of Education and national standards from the National Association of Charter School Authorizers to ensure that the Bethel Charter School Liaison and members of the BCOC are using current authorizing and educational best practices. See the Annual Professional Development and Training Plan in the appendix.

BCOC Self-Evaluation

The Bethel Charter Oversight Committee (BCOC) will complete the Charter School Authorization Self-Evaluation annually during the budget review cycle. The self-evaluation will focus on the five categories listed below and include a self-reflection narrative; thereby undertaking a full and comprehensive self-assessment of Bethel's charter school authorizing program in compliance and alignment with MN charter school statutes. See Charter School Authorization Self-Evaluation in the appendix.

- Agency Capacity and Infrastructure
- Application Process
- Performance Contracting
- Ongoing Oversight and Evaluation
- Renewal Decision Making

Authorizer Policies and Practices

Autonomy

In accordance with Minnesota law and the National Association of Charter School Authorizers Principles and Standards, Bethel University, as an authorizer, “engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible” (<http://www.qualitycharters.org/>). This means that Bethel oversees the school board's management and operation of the school through monitoring and evaluating fiscal, operational, and student performance.

- Bethel University does not manage or operate any charter school.
- Bethel monitors and evaluates school performance and is not responsible for school performance.
- No member of Bethel University may be on the board of a Bethel authorized charter school.
- Any technical assistance offered by Bethel University to its authorized schools is voluntary and not required.

Conflict of Interest

As a higher education authorizer, Bethel University strives to work in partnership with its member schools. Bethel seeks to give the charter schools access to university services and expertise, while performing its primary duty - the oversight of member schools. Bethel shall at all times seek to ensure that all of its actions are in furtherance of its charitable and educational purposes as an authorizer without any of its actions resulting in any impermissible benefit to individuals or organizations. At all times Bethel, as an authorizer, shall comply with the conflict of interest laws provided in Minnesota Statute 124E.14 and other applicable state and federal laws. See the Charter School Authorization Conflict of Interest Policy in the appendix.

Charter Support, Development and Technical Assistance and Dissemination of Charter Schools' Best Practices

Bethel will provide authorized charter schools with support, development, and technical assistance. The Bethel Charter School Liaison will create and send out a quarterly email newsletter to all schools in the portfolio that highlights charter school successes (development) and relevant charter school news (technical assistance). In addition, authorized charter schools may request assistance development or technical assistance on demand. Bethel will host an annual leadership meeting, available to all Bethel authorized charter school board of directors and administrators. See the resource document in the appendix for more information.

Bethel intends to actively participate in the broader charter community and will share best practices with schools and the charter community through:

- An annual survey of authorized charters.
- Annual Leadership meeting, available to all Bethel authorized charter school board of directors and administrators. An ongoing purpose of this meeting will be to discuss the best practices and model replication of high performing charter schools.
- Bethel will offer professional development and assistance where requested and as needed. Professional development may include options such as webinars, narrated PowerPoints, print materials, face-to-face workshops, graduate coursework, etc.

Charter Contract

Bethel, as an authorizer, executes contracts that define material terms, rights, responsibilities of the school and the authorizer with the intent of promoting the growth of high-quality charter schools in Minnesota. The Bethel University Charter Contract template meets statutory requirements and defines the material terms of the contract including recitals, the establishment of the school, operation of the school, school finance, charter term, renewal and revocation, and operation of the contract. Additionally, the Bethel Charter Contract template states the rights and responsibilities of the school and authorizer in Articles II and III (authorizer) and Articles VI, VII, and VIII (school).

Contract Amendments

Article IX in the Bethel University Charter School Contract Template addresses amendments. Amendments are to address material changes to current school plans when necessary and not in place of renewal evaluations. Following MDE Guidance (May 2020 Charter Contract Guidance):

Amendments or revisions made to the contract between the time it is executed and its expiration date must be done in writing, and be approved and signed by both parties. Amendments or revisions submitted to MDE should be accompanied by a list or description identifying what has been changed and where the changes are located in the document submission. Once signed, the amended or revised contract should be submitted to MDE within 10 business days of execution.

Contract Negotiations

Article XI in the Bethel Charter School Contract Template addresses contract goals as part of the renewal application. Schools are able to draft and submit contract goals as part of the contract renewal process. The goals must be in the areas of academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance, in SMART format, and aligned with the primary and additional purposes in statute (Minnesota Statutes, section 124E.01, subdivision 1, subdivisions 1(a)(1) and 1(a)(2)). Schools may use the Charter Contract Goals Development Worksheet Template to develop contract goals. These goals will be reviewed by the Bethel Education Department Representative (Departmental review), approved by the BCOC (Institutional review), and added to Exhibit F in the renewal contract.

Additionally, it shall be noted in the MDE Guidance (May 2020 Charter Contract Guidance) that "Minnesota charter school contracts typically expire on June 30, consistent with the end of the school fiscal year. The charter contract should be signed and dated by the contracting parties on or before its effective date.

- For a renewal or change in authorizer contract, the effective date should be the date immediately following the expiration date of the previous contract. Minnesota Statutes, section 124E.10, subdivision 1(a) requires an authorizer to submit a signed copy of a charter contract to MDE within 10 business days after the contract is signed by the authorizer and charter school board of directors – this includes new school, renewal, merger, and change in authorizer contracts.

- Contracts for new schools must be completed and executed within 45 business days of the commissioner's approval of the authorizer's affidavit per Minnesota Statutes, section 124E.10, subdivision 1(a)."

Contract Term Guidelines (change in authorizer or renewal)

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Number of Years *	School Performance Measure
5	School is authorized due to: <ul style="list-style-type: none"> • Successfully demonstrating improving all pupil learning and all student achievement as related to contract goals and MN Statute • Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, but does not outweigh improving pupil learning and student achievement for all students.
3	School is on Level 1 Notice of Concern or Level 2 Notice of Deficiency due to: <ul style="list-style-type: none"> • Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. • Failure to comply with applicable law or significant failure to comply with condition(s) of the charter.
1	School is on Level 3 Notice of Probationary Status due to: <ul style="list-style-type: none"> • Continued failure to meet performance targets; and failure to meet objectives of School Improvement and Corrective Action Plan. • Continued failure to comply with applicable law or with the charter.
Possible Non-renewal or Closure	School is on Level 4 Charter Review due to: <ul style="list-style-type: none"> • Failure to successfully address terms of probationary status (Level 3). • Continued and extended pattern of failure to comply or to meet performance targets

* Schools meeting contract goals, statutory requirements, and passing the academic performance section in addition to the remainder of the assessment items, such as fiscal management, governance and leadership, operations and legal compliance may be eligible for the recommended number of contract years.

Accountability - Overview

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University holds the schools it authorizes accountable in four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil performance and student achievement for all students.

Bethel University believes in data-driven accountability and collects data in all areas with the goal of ensuring timely feedback and intervention to assure that all students learn at the highest possible level. Bethel uses documents such as charter contracts, annual reports, annual audits, and state academic assessments to measure the success of its authorized charter schools. In addition, Bethel also reviews unique school specific or other assessments implemented by the school; like affective student development, positive graduation rates, projects, individual student goals, or workforce engagement.

All currently authorized charter schools will participate in performance reviews. All reviews will follow a similar format. These completed Assessment Rubrics (performance frameworks) will be used as a tool for tracking and measuring contract goals across time and for identifying and addressing interventions, corrections, and termination. See the Annual Review and Site Visit Cycle diagram.

The performance frameworks focus on the fundamental questions:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

Site Visits

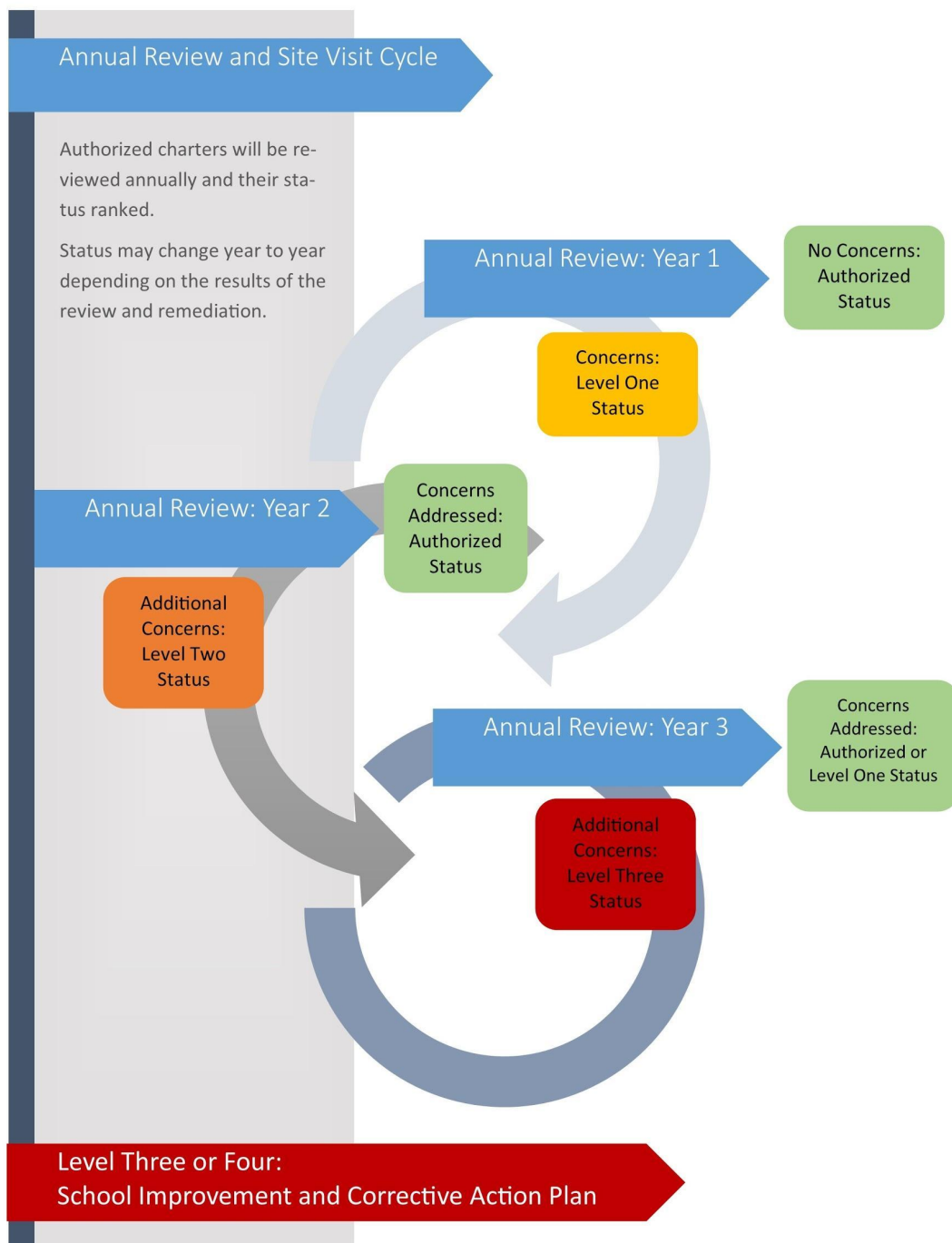
One of the most important ways Bethel University gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. Bethel conducts three different types of site visits: annual, ongoing, and renewal.

Annual Site Visit - Conducted each year to gauge the school's progress toward meeting academic, financial, governance, and operational goals. Annual Site Visits are typically conducted by the Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) who interview key stakeholders, conduct classroom observations, and attend a board meeting or meet with board members. Written feedback is provided to the charter school board of directors and school leadership using the Current Charter Annual Assessment Rubric (listed in the appendix).

Ongoing Monitoring Site Visit - The Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) may conduct monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: determination of readiness to open, documentation of best practices, follow up on the implementation of improvement plans, investigation of a complaint, or an informal visit while at the school for another reason. These visits may be impromptu or without notice. The frequency, duration, and intensity of these visits vary. Written feedback is provided to the charter school board of directors and school leadership.

Renewal Site Visit - This visit replaces the Annual Site visit and is conducted by the Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) at least 6 months prior to the end of the school's contract term. This visit focuses on the school's performance over the entire term of the contract and compliance with state and federal regulations as well as authorizer standards and expectations. Written feedback is provided to the board of directors and school leadership using the Renewal Assessment Rubric ((listed in the appendix), which is used to determine contract renewal and application for a new contract.

Annual Review and Site Visit Cycle diagram



Application and Review Process

The application and review process follows the same steps, whether the application is for a new charter school or a currently authorized school seeking an expansion.

Process
Letter of Intent
Application
Departmental Review
Revisions (if applicable)
Institutional Review and Site Visit
Final Determination

Pre-Application Exploration (For New Charter Applications only)

The Bethel Charter School Liaison will screen potential applicants for mission “fit”, and validate the founder credentials, and potentially request a meeting. Mission fit includes alignment with Bethel’s charter school mission and vision and a determination if the school would diversify Bethel’s portfolio of charter schools in terms of the student population, pedagogical approach, or organizational design. If deemed credible and aligned with Bethel’s charter school mission, the application process may begin.

Letter of Intent

The charter school board or development team must submit a letter to Bethel University stating the group’s intentions regarding an application. This allows the Bethel Charter Oversight Committee to allocate time and resources for meetings, site visits, and a review team.

Application

Charter school boards or development teams are invited to apply for a new charter, a change in authorizer, an expansion including early learning programming, or renewal.

Departmental Review

The Bethel Charter School Liaison and the Education Department Representative will review the application based on the applicable rubrics. See the appendix for New Charter School Assessment, Change in Authorizer Assessment, Early Learning Assessment, Expansion Assessment, and the Renewal Assessment. Successful applications must first meet academic performance requirements (applications for New Charters do not have this data and this requirement is waived). To be considered for an Institutional review the application must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions. The Bethel Charter School Liaison will communicate in writing the determination of the Bethel Education Department Representative to the charter school board or development team. The Bethel Education Department Representative will make a recommendation for an Institutional review based on the completed rubric.

Revisions

Successful applications must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions.

Institutional Review

As part of the Institutional Review, Bethel may conduct a site visit and interview. The Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school's plan and/or performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Interviews may be conducted with, but not limited to, the following: school director, board chair, leaders of school divisions (such as principals), directors of finance, curriculum and other areas of the school, representative teachers and parents. Written feedback is provided to the charter school board or development team in the form of the completed assessment.

Final Determination

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences.

Decision Making

Applications received and reviewed will follow the Charter School Authorization How Charter Applications are Approved or Denied process.

	New Charter School	Change in Authorizer	Renewal of Bethel Authorized Charters	Early Learning/ Expansion of Bethel Authorized Charters
Charter Board or Development Team	<i>Pre-Application Exploration</i> <i>Application</i>	<i>Letter of Intent</i> <i>Application</i>	<i>Letter of Intent</i> <i>Application</i>	<i>Letter of Intent</i> <i>Application</i>
Departmental Review (30 Days)	Departmental Review by Education Department Charter Liaison and Department Written feedback shared via Assessment Rubric			
Charter Board or Development Team Revisions (30 Days)	<i>Charter Board or Development Team can revise and update elements (if applicable)</i>			
Institutional Review (30 Days)	Site Visit and Interview	Site Visit and Interview	Site Visit and Interview	Possible Site Visit
Approve or Deny	BCOC Vote to recommend approval or denial (Based on Application, Revisions, and Recommendation) BCOC recommendation is then approved or denied by the Associate Provost			

Decision Appeal Process

(for more information see the Bethel Charter School Contract)

Denial of Application for New Charter	
Notice of Intent	Bethel will notify the new charter school applicant in writing.
School Board Response	The applicant may be able to submit a revised application at a later date to the same authorizer (Bethel University) or a different authorizer.
Non-renewal or Termination	
Notice of Intent	Bethel will notify, in writing, a currently authorized charter School Board of non-renewal or termination by issuing the School Board a notice of intent to revoke/terminate or not renew at least sixty (60) business days before not renewing or terminating a contract.
School Board Response	The School Board may request in writing, within fifteen (15) business days of receiving the notice, an informal hearing before Bethel.
Informal Hearing	Upon receiving a timely written request for an informal hearing, Bethel shall give ten (10) business days notice to the School Board of the hearing date and time, and Bethel shall conduct such hearing.
Plan of Correction	<p>The Bethel Charter Oversight Committee shall review the School Board's response and may, in its sole discretion, determine whether a reasonable plan for correcting the deficiencies may be formulated.</p> <p>Bethel is not obligated to offer a Plan of Correction to the School.</p>
Withdrawal of Notice	Bethel may withdraw its notice if it determines any of the following: (i) the School Board's denial of non-compliance is persuasive; (ii) the non-compliance has been corrected by the School Board; or (iii) the School Board has successfully completed the Plan of Correction.
Effective Date	If Bethel decides to revoke/terminate or not renew the contract, the revocation/termination or nonrenewal shall be effective on the date of Bethel's act of revocation/termination or nonrenewal, or at a later date as determined by Bethel, such date specified by Bethel in its determination of revocation/termination or nonrenewal. Bethel must take final action regarding revocation/termination or nonrenewal no later than twenty (20) business days: (i) before the specified date for revocation/termination or non-renewal of the contract, or (ii) the Contract's termination date.

Please contact the Bethel Charter School Liaison with any questions.

Standards and Processes for Intervention, Correction, Complaints

Philosophy and Definition: Need for Intervention and Corrective Action

Bethel University holds the schools it authorizes accountable in four major areas: academic performance, fiscal management, governance, operations and legal compliance. Authorized schools are reviewed annually to assess performance in these areas. If issues arise, such as a violation of the charter contract, state or federal law, the following interventions (notice of violation) and corrections (improvement plans) may be administered. Bethel will follow a systematic and transparent system for addressing complaints.

Interventions and Corrections Communications

- Bethel will contact the authorized school in writing to ask about the issue.
- A third-party may be engaged to assess the significance and impact of the issue.
- Bethel retains the sole discretion to determine the level and severity of the issue.

Interventions and Correction Actions

The guiding steps are not sequential and any step may be implemented at any time.

Level	Metric	Action
AUTHORIZED:	Signs of strong performance (improve all pupil learning and all student achievement) identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.	<ul style="list-style-type: none">• Letter from Bethel to the charter school's Board of Directors detailing areas of achievement and performance indicators.
LEVEL ONE: Notice of Concern	Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. Repeated failure to submit required documents on a timely basis.	<ul style="list-style-type: none">• Letter from Bethel to the charter school's Board of Directors detailing areas of concern.• Review and reconsideration of goals and performance targets in any of the Assessments (Annual, Renewal).• Follow up within 1 year on areas of concern to adjust status AUTHORIZED or LEVEL TWO.
LEVEL TWO: Notice of Deficiency	Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. Failure to comply with applicable law or significant failure to comply with condition(s) of the charter.	<ul style="list-style-type: none">• Letter from Bethel to charter school Board of Directors detailing areas of deficiency.• Bethel and the school develop a School Improvement and Corrective Action Plan —containing specific improvement objectives, technical assistance requirements, and

		<p>schedule for remedial action as negotiated with authorizer.</p> <ul style="list-style-type: none"> ● Follow up within 1 year on areas of concern to adjust status AUTHORIZED or LEVEL THREE.
LEVEL THREE: Notice of Probationary Status	<p>Continued failure to meet performance targets; and failure to meet objectives of School Improvement and Corrective Action Plan.</p> <p>Continued failure to comply with applicable law or with the charter.</p>	<ul style="list-style-type: none"> ● School Improvement and Corrective Action Plan implemented. ● In certain cases, the authorizer may appoint an agent to monitor the implementation of the School Improvement and Corrective Action Plan and provide technical assistance. ● Follow up within 1 year on areas of concern to adjust status to LEVEL ONE or LEVEL FOUR.
LEVEL FOUR: Charter Review	<p>Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation (Level 3).</p>	<ul style="list-style-type: none"> ● Recommendation to revoke, not to revoke, or to impose lesser sanctions. ● Decision to commence or not to commence revocation proceedings made by Bethel.
LEVEL FIVE: Charter Revocation	<p>Charter Review results in recommendation to revoke.</p>	<ul style="list-style-type: none"> ● Written notice from Bethel stating reasons for proposed revocation and informing charter school of right to an informal hearing. ● Record of informal hearing. ● Decision to revoke or not to revoke made by Bethel.

Complaint Actions

Bethel will address complaints regarding authorized schools in a timely and factual manner, following the process described below:

- The complaint must identify the complainant and provide a method of contact. (Oral or anonymous complaints will not be considered.) Bethel will acknowledge receipt of the complaint with an email from the Bethel Charter School Liaison.
- Bethel will conduct a reasonable inquiry for the purpose of verifying whether the allegations provide sufficient evidence to establish the alleged violation(s) of law or fiscal mismanagement at the discretion of Bethel's Education Department and the Bethel Charter School Liaison.
- If the inquiry provides sufficient evidence to establish the alleged violation(s) of law or fiscal management, Bethel, at the discretion of the Education Department and Bethel Charter School Liaison, will notify the school and require action as necessary and appropriate and will strive to respond within thirty days recognizing that additional time may be necessary.

New Charter School

Per Minnesota Statutes, section 124E.06, subdivision 4:

(a) Before an operator may establish and operate a school, the authorizer must file an affidavit with the commissioner stating its intent to charter a school. An authorizer must file a separate affidavit for each school it intends to charter. An authorizer must file an affidavit at least 14 months before July 1 of the year the new charter school plans to serve students. The affidavit must state:

- (1) the terms and conditions under which the authorizer would charter a school; and*
- (2) how the authorizer intends to oversee:
 - (i) the fiscal and student performance of the charter school; and*
 - (ii) compliance with the terms of the written contract between the authorizer and the charter school board of directors under section 124E.10, subdivision 1.**

(b) The commissioner must approve or disapprove the authorizer's affidavit within 60 business days of receiving the affidavit. If the commissioner disapproves the affidavit, the commissioner shall notify the authorizer of the deficiencies in the affidavit and the authorizer then has 20 business days to address the deficiencies. The commissioner must notify the authorizer of the commissioner's final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. If the authorizer does not address deficiencies to the commissioner's satisfaction, the commissioner's disapproval is final. An authorizer who fails to obtain the commissioner's approval is precluded from chartering the school that is the subject of this affidavit.

Applicants

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel is committed to supporting charter schools in Minnesota through its authorizing efforts.

The Bethel University Authorizing Program will:

- Visibly and intentionally encourage and collaborate with schools that are examples of unique and innovative models of education and support the concept of school choice as it exists in Minnesota.
- Collaborate with the schools to impact the learning of all students and improve achievement through carefully implemented and measured approaches to teaching and learning.

Overall, the Application should address and provide evidence for the following:

Academic and Education Program	How will the educational program become a high quality charter school?
Fiscal management - Budget and Finances	How will the school become a financially viable and healthy organization?
Governance and Leadership	How will the school be faithful to its stated mission, goals, and objectives?
Operations and Compliance	How will the school be faithful to the terms of its contract?

New Charter School Application Process

An individual or group of individuals interested in starting a charter school are invited to apply to Bethel University for authorization per Minnesota Statute 124E.06.

All new charter applications shall use the following process over the course of a three-year cycle. See the New Charter Timeline in the appendix. The application process is as follows:

- Application
- Departmental Review
- Written Feedback to Applicant
- Revisions (if applicable)
- Institutional Review and Site Visit
- Final Determination

As a note, the New Charter School affidavit consists of:

Part A: Forms and Assurances

- New Charter School Affidavit Cover Sheet – Form 1
- School Founders Contact Information – Form 2
- Authorizer Evaluation Information – Form 3
- New School Affidavit Assurance and Certification – Form 4
- Authorizer Assurances – Form 5

Part B: Terms and Conditions of New School

** Part C: Authorizer Capacity and Infrastructure*

** Part D: Authorizer's Review Process*

** Part E: Authorizer Oversight and Compliance*

Part F: Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

Part G: Early Childhood Health and Developmental Screening (if applicable))

Notice to School District: Attach a copy of the notification letter(s) the charter school developer or authorizer sent to the school district(s) in which the new charter school proposes to locate.

Applicants are encouraged to notify a school district at least 15 business days before an affidavit is submitted to MDE

** Parts C, D, and E are completed by the Authorizer*

Letter of Intent

As a first step, an individual or group of individuals interested in starting a charter school should contact the Bethel Charter School Liaison by email, indicating an interest in applying for authorization. The Bethel Charter School Liaison will share the Bethel Charter School Handbook, New Charter Application, and New Charter Rubric.

The charter school board or development team must submit a letter to Bethel University stating the group's intentions regarding an application by September 1.

Application for New Charters

Developers must submit an application to Bethel at least five months prior to the charter school affidavit deadline outlined in MN Statute. One hard copy and one electronic copy should be sent to the Bethel Charter School Liaison. As recommended by The Minnesota Association of Charter Schools, Bethel will require a completed Conflict of Interest statement and completed criminal background check (submitted by the individual applicants) and reference check of all potential school developers/leadership. As part of the application process, potential school developers/leadership will incur the costs of the background check. See the New Charter School Application in the Appendix..

Departmental Review

The Bethel Charter School Liaison and Education Department Representative will review the application and determine if there is appropriate capacity, both fiscal and human capital, to support the application. The review will be based on the New Charter School Assessment (listed in the appendix). To be considered for an Institutional review the application must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions. The Bethel Charter School Liaison will communicate in writing the determination of the Bethel Education Department Representative to the charter school board or development team.

Revisions

Successful applications must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions.

Institutional Review

As part of the Institutional Review, Bethel will conduct a site visit and interview. The Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school's plan and/or performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

The interview will also address alignment with Bethel's Charter School Authorizing Program mission and criteria, the educational and financial viability of the proposal, and the developers/leadership's capacity to implement an idea into a reality. Interviews may be conducted with, but not limited to, the following: school director, board chair, leaders of school divisions (such as principals), directors of finance, curriculum and other areas of the school, representative teachers and parents. Written feedback is provided to the charter school board or development team in the form of the completed rubric.

Final Determination

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences.

If Bethel approves a charter school application, the Bethel Charter School Liaison will work with the developing team to prepare and submit its affidavit to the Minnesota Department of Education for approval.

Bethel reserves the right to suspend the acceptance of new applications if at any time it determines, in its sole discretion, that it does not have sufficient resources to authorize additional charter schools. In that event, prospective applicants will be advised accordingly at the earliest possible date.

Timeline - Three calendar year cycle (in appendix)

Process Step	Applicant Action Dates	Bethel Action Timeframe
Letter of Intent	Due to Bethel September 1	
Application	Due to Bethel Dec 1	
Departmental Review		30 days
Revisions	30 days (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination		No later than April 1
Notification letter(s) from the charter school developer or authorizer sent to the school district(s) in which the new charter school proposes to locate (please note this requirement is not outlined in statute)	At least 15 business days before submitting the NSA to MDE	Approximately by April 10
Last day to submit a new school affidavit to MDE	<i>(approximately May 1, At least 14 months before July 1 of the year the new charter school plans to serve students)</i>	May - July 14+ mos ready to open
Commissioner's determination of new school affidavit	<i>60 business days after receipt of affidavit</i>	Approx end of July
Authorizer response to MDE to address any deficiencies identified in the initial affidavit	<i>20 business days after initial determination</i>	Approx end of August
Commissioner to review and make a final determination	<i>Within 15 business days after receiving the authorizer's response to deficiencies</i>	Approx mid-September

MDE timeline in grey boxes

Start-up and Oversight (Third year in development cycle)

A charter school's ability to successfully fulfill the primary components of its contractual agreement with its authorizer (Academic and Education Program, Budget and Finances, Governance, Operations and Legal Compliance) depends a great deal on what happens before the school opens.

The third year in the development cycle focuses on Ready to Open. These are the most complicated tasks, critical timelines, and demanding commitments of a charter schools' pre-operational year. Therefore, in addition to hired staff, it is expected that the school leadership absorbs much of the work of start-up including grant writing, curriculum design, facilities designation, and hiring. Additionally, the Bethel Charter School Liaison will work closely with the leadership to monitor progress on completing the broad scope of activities necessary to open the school.

Note: The opening of the school will be postponed by one year in accordance with Minnesota Statute 124E.06, subdivision 3(h): (h) The authorizer may prevent an approved charter school from opening for operation if, among other grounds, the charter school violates this chapter or does not meet the ready to open standards that are part of (1) the authorizer's oversight and evaluation process or (2) stipulated in the charter school contract.

Ready to Open

- Progress and completion of start-up activities are recorded and reviewed at all interim board meetings
- The applicant's Start-up coordinator/school director will have monthly update meetings with the Bethel Charter School Liaison
- Ready to Open Task List (see appendix) completed before the school may open
- Ready to Open Site Visit (see appendix) must be completed before the school may open

Interim Decisions

Expansion - Early Learning/Grade level/Site

Bethel's authorized charter schools which are looking to add grades or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner must be able to demonstrate a record of strong academic success, fiscal responsibility, and a significant and justifiable need.

Per Minnesota Statutes, section 124E.06, subdivisions 5(a) and (b):

(a) A charter school may apply to the authorizer to amend the school charter to add grades or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner. After approving the school's application, the authorizer shall submit a supplemental affidavit in the form and manner prescribed by the commissioner. The authorizer must file a supplemental affidavit to the commissioner by October 1 to be eligible to add grades or sites in the next school year. The supplemental affidavit must document to the authorizer's satisfaction:

- 1) the need for the additional grades or sites with supporting long-range enrollment projections;
- 2) a longitudinal record of student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer;
- 3) a history of sound school finances and a plan to add grades or sites that sustain the school's finances; and
- 4) board capacity to administer and manage the additional grades or sites.

(b) The commissioner shall have 30 business days to review and comment on the supplemental affidavit. The commissioner shall notify the authorizer in writing of any deficiencies in the supplemental affidavit and the authorizer then has 20 business days to address any deficiencies in the supplemental affidavit to the commissioner's satisfaction. The commissioner must notify the authorizer of final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. The school may not add grades or sites until the commissioner has approved the supplemental affidavit. The commissioner's approval or disapproval of a supplemental affidavit is final.

With consideration of ESEA of 1965 amended for ESSA 4310

(8) HIGH-QUALITY CHARTER SCHOOL.—The term “high-quality charter school” means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the

number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(9) REPLICATE.—The term “replicate”, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high- quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program successful and can it be sustained with expansion?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization and can it support expansion?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?
Reflection	Does the school recognize where growth is most essential? Does the school have realistic and attainable goals for the future?

Expansion Process

All Expansion applications shall use the following process :

- Letter of Intent
- Application
- Departmental Review
- Written Feedback to Applicant
- Revisions (if applicable)
- Institutional Review and Site Visit
- Final Determination

As a note, the Charter School Expansion Supplemental affidavit consists of:

- Part A – Forms and Assurances:
Supplemental Affidavit Cover Sheet – Form 1
Authorizer Evaluation Information – Form 2
Supplemental Affidavit Assurance and Certification – Form 3
Authorizer Assurances – Form 4
- Part B: School Expansion Documentation
- Part C – Authorizer's Review Process
- Part D – Authorizer Monitoring and Oversight
- Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; (if applicable)
- Part F - Early Childhood Health and Developmental Screening (if applicable)
- * Parts C and D are completed by the Authorizer

Timeline

Process Step	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date	
Application	Open due date, but no later than May 1	
Departmental Review		30 days
Revisions	30 days provided (if applicable)	30 days (if applicable)
Institutional Review		30 days
Final Determination		August - September
Last day to submit a supplemental affidavit to MDE to be eligible to add grades or sites in the next school year.		<i>Filing of affidavit by Oct 1 is required in order to complete the expansion by the following academic year.</i>
Commissioner's determination of supplemental affidavit	30 business days after receipt of affidavit	<i>Approx mid-November</i>
Authorizer response to MDE to address any deficiencies identified in the initial affidavit	20 business days after initial determination	<i>Approx mid-December</i>
Commissioner to review and make a final determination	15 business days after receiving the authorizer's response to the deficiencies in the affidavit	<i>early January</i>

MDE timeline in grey boxes

Interim Decisions

Early Learning Program

Charter schools may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children per Minnesota Statutes, section 124E.06 Subdivision 3(a).

Minnesota Statutes, section 124E.06, Subdivision 3(a): The primary focus of a charter school must be to provide a comprehensive program of instruction for at least one grade or age group from five through 18 years of age. Instruction may be provided to people older than 18 years of age. A charter school may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children.

Charter schools that elect to provide an early learning health and development screening must comply with the requirements of Minnesota Statutes, sections 121A.16 to 121A.19

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program successful and can it be sustained with expansion?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization and can it support expansion?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?
Reflection	Does the school recognize where growth is most essential? Does the school have realistic and attainable goals for the future?

Early Learning Process

All early learning applications shall use the following process :

- Letter of Intent
- Application
- Departmental Review
- Written Feedback to Applicant
- Revisions (if applicable)
- Institutional Review and Site Visit
- Final Determination

Early Learning (Instructional Preschool or Prekindergarten)	Early Childhood Health and Developmental Screening (only)
Use the EXPANSION (Early Learning/Grades/Site) APPLICATION	Use the EARLY CHILDHOOD HEALTH AND DEVELOPMENTAL SCREENING PROGRAM APPLICATION
affidavit consists of: Part A – Forms and Assurances: <ul style="list-style-type: none"> • Supplemental Affidavit Cover Sheet – Form 1 • Authorizer Evaluation Information – Form 2 • Supplemental Affidavit Assurance and Certification – Form 3 • Authorizer Assurances – Form 4 Part B: School Expansion Documentation Part C – Authorizer’s Review Process Part D – Authorizer Monitoring and Oversight Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; (if applicable) Part F - Early Childhood Health and Developmental Screening (if applicable)	affidavit consists of: Part A – Forms and Assurances: <ul style="list-style-type: none"> • Early Childhood Screening Program Request Cover Sheet – Form 1 • Authorizer Evaluation Information – Form 2 • Early Childhood Screening Program Request Assurance and Certification – Form 3 • Authorizer Assurances – Form 4 Part B – Early Childhood Health and Developmental Screening Plan and Capacity Part C – Authorizer’s Review Process Part D – Authorizer Monitoring and Oversight

Timeline

	Early Learning (Instructional Preschool or Prekindergarten)		Early Childhood Health and Developmental Screening (only)	
Process Step	Applicant Action Dates	Bethel Action Dates	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date		Open due date	
Application	due no later than March 1 (18 mos prior to program start)		Open due date	
Departmental Review		30 days		30 days
Revisions	30 days provided (if applicable)	30 days (if applicable)		30 days (if applicable)
Institutional Review		30 days		30 days
Final Determination		August - September		Rolling based on application date

Last day to submit a supplemental affidavit to MDE to be eligible to add grades or sites in the next school year.		<i>Filing of affidavit by Oct 1 is required in order to complete the expansion by the following academic year.</i>		
Commissioner's determination of supplemental affidavit	30 business days after receipt of affidavit	<i>Approx mid-November</i>		
Authorizer response to MDE to address any deficiencies identified in the initial affidavit	20 business days after initial determination	<i>Approx mid-December</i>		
Commissioner to review and make a final determination	15 business days after receiving the authorizer's response to the deficiencies in the affidavit	<i>early January</i>		

MDE timeline in grey boxes

Ready to Open and Changes to Oversight and Evaluations

Once an early learning program has been approved by MDE, the Bethel Education Department Charter Liaison will work with the school leader and board to assess the school's readiness to begin the early learning program following the Ready to Open process described in the New Charter section of the Bethel Charter School Handbook. The school may need to amend the charter contract to reflect the new program and related goals and will follow the process in the Contract Amendment section of the Bethel Charter School Handbook. Finally, early learning evaluations will reflect related contract goals.

Interim Decisions

Change in Authorizer (Mutual Non-renewal or Transfer)

Change in Authorizer applies in two settings:

- 1) If the currently Bethel authorized charter school and Bethel University, as authorizer, mutually agree to not renew the contract, a request for a change of authorizer would be implemented.
- 2) If the currently authorized charter school seeks a change in authorizer and is moving from another authorizer to Bethel University, a request for a change of authorizer would be implemented.

MN Statute 124E.10, subd.5. Mutual non-renewal.

If the authorizer and the charter school board of directors mutually agree not to renew the contract, or if the governing board of an approved authorizer votes to withdraw as an approved authorizer for a reason unrelated to any cause under subdivision 4, a change in authorizers is allowed. The authorizer and the school board must jointly submit a written and signed letter of their intent to the commissioner to mutually not renew the contract. The authorizer that is a party to the existing contract must inform the proposed authorizer about the fiscal, operational, and student performance status of the school, including unmet contract outcomes and other outstanding contractual obligations. The charter contract between the proposed authorizer and the school must identify and provide a plan to address any outstanding obligations from the previous contract. The proposed authorizer must submit the proposed contract at least 105 business days before the end of the existing charter contract. The commissioner has 30 business days to review and make a determination on the change in authorizer. The proposed authorizer and the school have 15 business days to respond to the determination and address any issues identified by the commissioner. The commissioner must make a final determination no later than 45 business days before the end of the current charter contract. If the commissioner does not approve a change in authorizer, the school and the current authorizer may withdraw their letter of nonrenewal and enter into a new contract. If the commissioner does not approve a change in authorizer and the current authorizer and the school do not withdraw their letter and enter into a new contract, the school must be dissolved according to applicable law and the terms of the contract.

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

The Change in Authorizer affidavit consists of:

Part A - Forms and Assurances

- CIA Cover Sheet – Form 1
- Authorizer Evaluation Information – Form 2
- CIA Assurance and Certification – Form 3
- Authorizer Assurances – Form 4

Part B - Authorizer Summary
 Part C - Attachments
 Part D - Proposed Contract

Change in Authorizer Process

Setting 1 (mutual non-renewal) Process	Setting 2 (transfer) Process
<i>currently Bethel authorized charter school and Bethel University, as authorizer, mutually agree to not renew the contract</i>	<i>currently authorized charter school seeks a change in authorizer and is moving from another authorizer to Bethel University</i>
<ul style="list-style-type: none"> • Letter of Intent • Institutional Review and Site Visit • Final Determination 	<ul style="list-style-type: none"> • Letter of Intent • Application • Departmental Review • Written feedback provided to applicant • Revisions (if applicable) • Institutional Review and Site Visit • Final Determination

Bethel University, in its sole discretion, reserves the right at any point in the application process to deny the charter school's Change of Authorizer application with or without providing a rationale.

Setting 1 (mutual non-renewal) Process

Letter of Intent

The charter school board must submit a letter to Bethel University stating the reason for the request to submit an application for a change in authorizer.

Institutional Review

As part of the Institutional Review, Bethel will conduct a site visit and interview using the Change in Authorizer (Transfer) Assessment. The Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview at least 6 months prior to the end of the school's contract term or upon request as indicated in the Letter of Intent. This visit focuses on the school's performance over the entire term of the contract and compliance with state and federal regulations as well as authorizer standards and expectations. Written feedback is provided to the board of directors and school leadership using the Change in Authorizer (transfer) Assessment Rubrics (in the appendix), which will be shared with the future authorizer.

Final Determination

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences

Setting 2 (transfer) Process

Letter of Intent

The charter school board must submit a letter to Bethel University stating the reason for the request to submit an application for a change in authorizer. This letter should state how the school's mission aligns with Bethel's authorizing mission and why the school believes Bethel would be an appropriate authorizer for the school.

Departmental Review

The Bethel Charter School Liaison and Education Department Representative will review the application and determine if there is appropriate capacity, both fiscal and human capital, to support the application. The review will be based on the Change in Authorizer (Transfer) Assessment (in the appendix). To be considered for an Institutional review the application must meet 90% of all rubric items. Those applications not meeting this requirement may be allowed 30 days to make revisions. The Bethel Charter School Liaison will communicate in writing the determination of the Bethel Education Department Representative to the charter school board.

Institutional Review

As part of the Institutional Review, Bethel will conduct a site visit and interview. The Bethel Charter School Liaison and a team of reviewers (approximately 3-5 individuals, which may/not include members of the BCOC and external reviewers) will conduct the site visit and interview. The visit and interview will focus on the school's plan and/or performance in the areas of: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Additionally, the site visit and interview is to observe the learning program and may include meeting with key stakeholders including families, teachers, school staff, business office personnel, school leadership, and board members. Finally, the site visit and observations will be used to assess the school's performance, alignment with Bethel's Charter School Authorizing Program mission and criteria, and the educational and financial viability of the school.

Final Determination

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences

Contract negotiations

If approved by MDE, the Bethel Charter School Liaison will work with the school leader and board to submit a new charter contract to MDE using the contract processes described in the Contract section of the Bethel Charter School Handbook.

Timeline

	Setting 1		Setting 2	
Process Step	Applicant Action Dates	Bethel Action Dates	Applicant Action Dates	Bethel Action Dates
Letter of Intent	Open due date, no later than September 1		Open due date	
Application	Not applicable	Not applicable	Due no later than July 1 the year prior to the end of the contract	
Departmental Review	Not applicable	Not applicable		30 days approx August
Revisions	Not applicable	Not applicable	30 days (if applicable)	30 days (if applicable) approx September

Institutional Review		30 days Approx December (at least 6 months prior to the end of the school's contract term)		30 days approx October
Final Determination		Shared with potential new authorizer		November - December
Last day for proposed authorizer to submit CIA request to MDE to authorize a transfer school beginning July 1, 2021 MDE affidavit approval process		Approx February 1 (at least 105 business days before the end of existing contract ending on June 30)		Approx February 1 (at least 105 business days before the end of existing contract ending on June 30)at least 105 business days before the end of existing contract ending on June 30
Commissioner's determination of CIA request		30 business days after receipt of CIA request		30 business days after receipt of CIA request
Authorizer response to MDE to address any issues identified by the commissioner		15 business days		15 business days
Commissioner to review and make a final determination		No later than 45 business days before the end of the current charter contract		No later than 45 business days before the end of the current charter contract
The authorizer shall submit a signed copy of the charter contract to the commissioner		Within 10 business days after the contract is signed by the contracting parties		Within 10 business days after the contract is signed by the contracting parties

MDE timeline in grey boxes

Renewal

Bethel views renewal as an ongoing process, engaged in by the school leadership, the board of directors, and the authorizer, throughout the entire life of the school's contract. As part of renewal consideration, Bethel will consider a schools' annual school performance, contract goal attainment, school visit reports, information contained in the school's renewal application, and other relevant information in their decisions. Renewal decisions are based on the statutory standards. The formal contract renewal process begins with the school submitting a Letter of Intent.

All renewal applications shall use the following process :

- Letter of Intent
- Application
- Departmental Review
- Written Feedback to Applicant
- Revisions (if applicable)
- Institutional Review and Site Visit
- Final Determination

Overall, the Renewal Application should address and provide evidence for the following:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

See more information regarding contract guidelines in the Oversight section.

Timeline

Process Step	Applicant Action Dates	Bethel Action Timeframe
Letter of Intent	Open due date	
Application	Due no later than Aug 1 the year prior to the end of the contract	
Departmental Review		30 days
Revisions	30 days provided (if applicable)	30 days (if applicable)
Institutional Review		October - November
Final Determination		January
Contract negotiations		January - June
New contracts due to MDE		June (submit within 10 business days of execution)
MDE will notify the authorizer once the review has been completed. The review may identify deficiencies that must be corrected or request clarification of contract terms before MDE can determine the contract complies with statutory requirements. Based on MDE's review, any required revisions will need to be completed and submitted as either a revised contract or a contract amendment. The authorizer will then work with the school to make any necessary changes. Parties must execute the revised contract/amendment in a timely manner to ensure no lapse in contract terms.		

MDE timeline in grey boxes

Renewal contract guidelines are listed in the Contract section of the handbook.

Termination

Causes for nonrenewal or termination of a charter school contract are spelled out in Minnesota Statute 124E.10 CHARTER CONTRACT. Subd. 4. Causes for nonrenewal or termination of charter school contract. (a) The duration of the contract with an authorizer must be for the term contained in the contract according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract at the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally terminate a contract during the term of the contract for any ground listed in paragraph (b). At least 60 business days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and describe the informal hearing process, consistent with this paragraph. The charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days after receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

(b) An authorizer may terminate or not renew a contract upon any of the following grounds:

- (1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;
- (2) failure to meet generally accepted standards of fiscal management;
- (3) violations of law; or
- (4) other good cause shown.

If the authorizer terminates or does not renew a contract under this paragraph, the school must be dissolved according to the applicable provisions of chapter 317A.

The BCOC follows guidelines and Minnesota statutes for termination or revocation of charter school authorization. It is the intent of Bethel University that every effort will be made for its charter schools to improve and become effective learning environments. A chart outlining the range of authorizer interventions may be found under Interventions, Corrections, Complaints section of this document. Charter revocation is the final step in a long process of improvement.

Charter School Closure Plan

Should charter closure need to take place, a timeline and procedures are identified and will be followed. See the Charter School Closure Plan in the appendix.

Note: This procedure follows Minnesota Statute 124E.10 (b) In addition to the requirements of paragraph (a), the charter contract must contain the plan for an orderly closing of the school under chapter 317A, that establishes the responsibilities of the school board of directors and the authorizer, whether the closure is a termination for cause, a voluntary termination, or a non-renewal of the contract. The plan must establish who is responsible for:

- (1) notifying the commissioner, school district in which the charter school is located, and parents of enrolled students about the closure;
- (2) providing parents of enrolled students information and assistance to enable the student to re-enroll in another school;
- (3) transferring student records under section 124E.03, subdivision 5, paragraph (b), to the student's resident school district; and
- (4) closing financial operations.

Resources

CHARTER SUPPORT, DEVELOPMENT, AND TECHNICAL ASSISTANCE RESOURCES

Bethel University:

Education Department Charter Liaison or Department Chair

Books:

Charter Board University by Brian L. Carpenter

Governing for Greatness by Brian L. Carpenter

Organizations and website:

- Charter Source [<http://chartersource.org/>]
- Education Evolving [<https://www.educationevolving.org/>]
- Minnesota Association of Charter Schools (MACS) [<http://www.mncharterschools.org/>]
- Minnesota Charter Board [<http://mncharterboard.com/>]
- National Alliance for Public Charter Schools [<http://www.publiccharters.org/>]
- National Association of Charter School Authorizers (NACSA)
[<http://www.qualitycharters.org/>]
- National Charter School Resource Center [<https://charterschoolcenter.ed.gov/>]
- National Charter Schools Institute [<https://nationalcharterschools.org/>]

Appendix

Index of process and procedure documents as well as applications and assessments.

Charter Authorizing Goals, Benchmarks, and Timelines

Bethel University | Education Department FY22-26 CHARTER AUTHORIZING GOALS, BENCHMARKS, AND TIMELINES

Goal	Benchmark	Timeline
Support and serve the charter school movement.	<p>Sharing, collaborating, and participating in the community of charter schools and authorizers.</p> <p>Share materials with other authorizers annually.</p> <p>Collaborate by attending MACSA meetings annually and serve on a committee for at least one year.</p> <p>Participate by attending required MDE Authorizer meetings annually, as applicable.</p>	FY22 and FY23
Support and serve existing charters for ongoing growth for improved teaching and learning.	<p>Growth -increasing the number/% of students achieving medium-high growth as reported on the MN Report Card</p> <p>Growth - increasing the number/% of non-proficient students achieving medium-high growth as reported on the MN Report Card</p>	<p>FY22 and FY23</p> <p>Number/% of students achieving medium-high growth as reported on the MN Report card increasing from 40% to 50% by FY23 in Math</p> <p>Number/% of students achieving medium-high growth as reported on the MN Report card increasing from 60% to 70% by FY23 in Reading</p> <p>Number/% of non-proficient students achieving medium-high growth as reported on the MN Report card increasing from 30% to 40% by FY23 in Math and Reading</p>
	<p>Improved teaching and learning - Increase the % of schools sharing best practices as part of the annual assessment or at annual meetings (Back to School Leader Meeting and Annual Authorized Charter School Meeting)</p>	<p>FY22 and FY23</p> <p>Increasing the % of schools sharing best practices as part of the annual assessment or at annual meetings from 75% to 90% by FY23</p>

Education Department Charter Liaison Job Description



BETHEL UNIVERSITY

Staff Job Description

DATE: 5/19/2016
TITLE: Charter School and Partnerships Liaison
DEPARTMENT: Education Department
REPORTS TO: Department Chair of Education

JOB OBJECTIVE

Bethel University's relationship with K-12 Partners including the development and support of long term school partnerships with mainstream K-12 settings and serve as liaison to charter schools authorized by the university.

ESSENTIAL FUNCTIONS

% of time	Primary/critical responsibilities
22%	Design and develop school partnerships in concert with the department chair, placement coordinators, and students. Responsible for building the partnership(s) and adding charter school partner(s) after the first year. Gather and provide annual partnership data on all aspects of working with partnering schools. Conduct 1-2 student teaching supervisions at partner schools annually.
20%	Responsible for charter school governance: <ul style="list-style-type: none">• Attend school board meetings of each school partnership• Review the annual report, board meeting minutes and provide feedback as needed• Review school compliance with required state reporting deadlines and identify any areas of concern based on the provisions of the contract• Make periodic site visits to view each schools' operation, discuss school/authorizer issues and meet with staff, parents, community and students• Generate contract for each school in the portfolio
20%	Review chartered schools' annual budgets, as well as revised budgets throughout the year. In collaboration with financial oversight designee, review schools' annual financial audits and develop plan to resolve any audit findings.
20%	Provide oversight to charter schools to assist with increasing academic achievement, including: <ul style="list-style-type: none">• Complete a minimum of one site visit per academic year in collaboration with Bethel Charter School Oversight Committee• Provide written feedback to each school via the Annual Site Visit Form

	<ul style="list-style-type: none"> • Monitor academic performance through the Authorizer Annual Site Visit Form • Meet with contracted schools' administrators to review Adequate Yearly Progress report
15%	Work with faculty and staff to sustain current school partnerships and be the lead contact with partnering school personnel.

NONESSENTIAL FUNCTIONS

% of time	Primary/critical responsibilities
1%	Stay abreast of statutory changes that impact authorizer role and charter school operations, attend meetings at the MN Dept. of Education (MDE) when applicable, review expansion requests, and review and consider transfer requests.
1%	Assemble BU Charter Oversight Committee periodically throughout the year.
1%	Attend monthly meetings of the Minnesota Association of Charter School Authorizers (MACSA).
100%	Essential and nonessential functions must equal 100%

SUPERVISOR RESPONSIBILITY

- ☒ No Supervisory Responsibility
- ☐ Student Employee Supervisory Responsibility
- ☐ Hires (makes hiring decisions)
 - ☐ Oversees Work (directs work activities)
 - ☐ Evaluates Work (completes performance reviews/addressess performance concerns)
- ☐ Staff Employee Supervisory Responsibilities
- ☐ Hires (makes hiring decisions)
 - ☐ Oversees Work (directs work activities)
 - ☐ Evaluates Work (completes performance reviews/addressess performance concerns)
- If job has staff supervisory responsibilities, list the job titles of direct reports:

JOB SPECIFICATIONS

Education	Master's degree in education field and MN teaching license in elementary or secondary education required.
Experience	5+ years' experience in education, administration, or related education field required. Experience working in or with charter schools in Minnesota (or elsewhere), program development implementation and evaluation, and teaching experience preferred.

Knowledge, skills, abilities	<ul style="list-style-type: none"> • Demonstrated knowledge of and experience in charter school governance, operations and law. • Understanding of academic and financial performance measures. • Understanding of partnerships between K-12 and Teacher Education programs in higher education. • Demonstrated knowledge and experience using multiple data points to evaluate student learning and academic performance. • Ability to communicate effectively, sensitively, and diplomatically in both oral and written communication. • Demonstrated ability to work both independently and collaboratively, and ability to work with a diverse population of individuals by using tact, diplomacy, and flexibility. • Demonstrated excellent computer skills. • Demonstrated ability to provide leadership over programs and others with strong problem solving skills. • Strong organizational and analytical skills, including the ability to diagnose and resolve organizational issues. • Thoroughness and attention to detail with ability to manage multiple priorities on an ongoing basis. • Commitment to Bethel University's liberal arts educational mission and evangelical Christian orientation.
Working Conditions	Must be able to work in an open office environment which is a major center of activity. Must be able to work at a computer for extended periods of time.
Additional Information	.79 FTE, 12 months per year.

All positions at Bethel University must support the *Covenant for Life Together* and personify the educational mission, core values, and evangelical Christian beliefs that are the foundation of the university, striving to serve others through the superior service we call Royal Care and making a positive contribution to the emphasis of cultural diversity.

DISCLAIMER: The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

FOR HR USE: FLSA STATUS: ☒ Exempt ☐ Non-exempt CLASSIFICATION: SG 11, Eclass 4 POSN: MOP050

A3 Duties and responsibilities for BCOC members

BETHEL UNIVERSITY | CHARTER AUTHORIZING

Duties and responsibilities for BCOC members

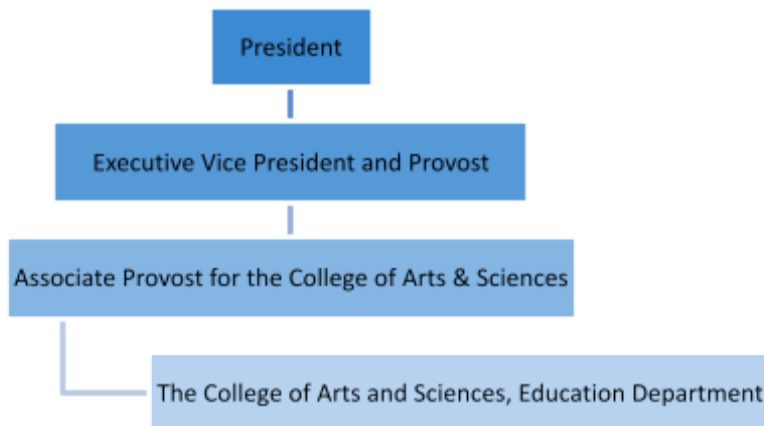
The Bethel Charter School Oversight Committee is made up of five full members. This committee works with the Education Department Charter Liaison to provide regular, and ongoing oversight to each of the charter schools that the University authorizes.

Committee Membership	Education Department Charter Liaison	Representative of the Education Department	Representative of the President's Office	Dean Professional Programs	Ad Hoc Financial Expert
Duties and responsibilities	See the job description	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Work directly with the Charter Liaison Experience with curriculum and instruction	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Connection to legal counsel Experience with facilities and operations	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Shares BCOC work with Bethel University administrators Experience with academics and accreditation	Decision-making member of the BCOC Provides advice and guidance Attend BCOC quarterly and annual charter school meetings Participate in school site visits Assist with accreditation preparation Experience with contracts, leases, and facilities

A3 Charter Authorizing Org Chart

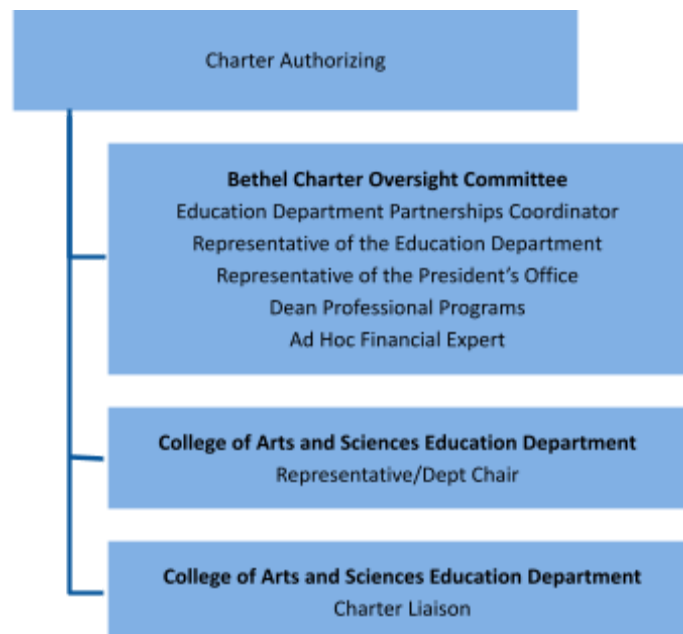
BETHEL UNIVERSITY | CHARTER AUTHORIZING ORGANIZATIONAL CHART

Excerpt from the University-wide org chart



Note: the President of Bethel University signs the charter contracts

The College of Arts and Sciences Education Department and Bethel Charter Oversight Committee (BCOC) are the decision-making bodies for charter authorizing, with oversight by the Associate Provost for the College of Arts & Sciences. The charter liaison works most directly with the Bethel College of Arts and Sciences Education Department representative.



Professional Development Plan for the Bethel Charter Oversight Committee and Charter Liaison

Bethel University | Education Department

Professional Development Plan for the Bethel Charter Oversight Committee and Charter Liaison

		Academics (Assessments and Innovations)	Practices (Authorizing and Oversight)	Policies (Governance and Operations)
Bethel Education Department Charter Liaison	Minnesota Department of Education (MDE) trainings and webinars	✓	✓	✓
	Minnesota Charter School Association (MACS) Semi-Annual Meetings		✓	✓
	Annual National Association of Charter School Authorizers (NACSA) Leadership Conference	✓	✓	✓
	Attend Minnesota Association of Charter School Authorizers (MACSA) monthly meetings	✓	✓	✓
Current BCOC Members	Quarterly updates from Bethel Charter Liaison	✓	✓	✓
New BCOC Members	Onboarding Training from Bethel Charter Liaison	✓	✓	✓
	If applicable: MACS online courses that address Charter School Academic Performance, Finance, Governance and Legal Compliance	✓	✓	✓

Current BCOC Members

Current members will receive articles at quarterly meetings and may attend conferences as available.

New BCOC Members Onboarding

New members to the BCOC will be required to read the following articles, the Charter School Handbook, and attend a training session with the Bethel Charter Liaison.

Articles

- Charter Schools <http://education.state.mn.us/MDE/dse/chart/> (link)
- Authorizer Performance <http://education.state.mn.us/MDE/dse/chart/auth/> (link)
- From NACSA: [Stepping Up: University Leadership in the Charter School Sector \(link\)](#)
- From NACSA: [Index of Essential Practices 2013 \(link\)](#)

Bethel Charter Liaison training meeting - go over Bethel's Charter Program and the role of the BCOC

Historical context for charters:

[Guide-to-MN-Charter-Sector.pdf](#)

[Minnesota Authorizer History Overview.docx](#)

[What's in a Name? Authorizing vs. Sponsorship](#)

Bethel University on MDE website including previous MAPES:

For students/families:

[Charter Schools](#)

For charter school leaders and authorizers:

[Charter Schools](#)

Use the left navigation table to see:

[Bethel University](#)

Who can authorize charters across the country:

Authorizing Agencies:

[Introduction to Multiple Authorizers](#)

IHE: <https://www.ecs.org/wp-content/uploads/SIO-Charter-Schools.pdf>

Professional Development Documentation and Reflection Google Form

8/4/2021

PD Documentation and Reflection - Google Forms



PD Documentation and Reflection

Questions Responses 10

Bethel Charter Authorizing Program | PD Documentation and Reflection

Form description

Participant Name *

Short answer text

Name of Professional Development *

Short answer text

Date of Professional Development

Month. day. year



https://docs.google.com/forms/d/1Vu7da7Fko6838qyKZW48LYrLNjMEArktJAKZRw_rVQ/edit

1/3

Indicate the skill base areas covered by this professional development:

- ☐ Academics
- ☐ Management
- ☐ Facilities
- ☐ Finance
- ☐ Law

Indicate the alignment of this professional development:

- ☐ Mission
- ☐ Goals
- ☐ Operations

How satisfied were you with the event? *

	1	2	3	4	5	
Not very	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

How relevant and helpful do you think it was for your job? *

	1	2	3	4	5	
Not very	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much



What were your key take aways from this event?

Short answer text

Reflecting on the training, how can this be implemented for continuous improvement?

Short answer text

Please upload any documentation from the professional development session, ie registration, CEUs, materials

 Add file

 View folder



FY21-24 Budget Model

BETHEL UNIVERSITY EDUCATION DEPARTMENT				
CHARTER SCHOOL AUTHORIZING BUDGET				
	SY 20-21	SY 21-22	SY22-23	SY23-24
	FY21	FY 22	FY23	FY24
INCOME				
CHARTER SCHOOL FEES				
Hmong College Prep Academy	\$26,268	\$26,912	\$27,181	\$0
Northwest Passage	\$19,504	\$19,377	\$19,570	\$0
PACT Charter School	\$26,268	\$26,912	\$27,181	\$0
Ridgeway Community School		\$10,395	\$10,499	\$0
OTHER SOURCES				
Organization Support (internal)		0	0	0
Contributions (external)		0	0	0
Grants (external)	\$1,558	0	0	
Other (identify and describe)		0	0	0
Total Operating Revenue:	\$73,598	\$83,595	\$84,431	\$0
EXPENDITURES				
PERSONNEL EXPENDITURES (including all payroll expenditures-e.g. FICA, benefits plan, insurance)				
Authorizing Staff	\$37,248	\$40,375	\$40,779	\$2,000
Add'l Bethel Faculty/Staff	\$6,582	\$7,000	\$7,070	\$0
Benefits	\$11,437	\$14,213	\$14,355	\$0
Legal	\$10,350	\$20,000	\$15,000	\$5,000
Consultants and/or Outside Service Contracts	\$675	\$1,000	\$1,000	\$0
Consultants and/or Outside Service Contracts	\$4,600	\$4,000	\$4,000	\$0
Site visit stipends	\$0	\$0	\$0	\$0
PERSONNEL SUBTOTAL	\$70,892	\$86,588	\$82,203	\$7,000
ADMINISTRATIVE/OFFICE EXPENDITURES				
Office Space Rental/Lease	\$2,000	\$2,000	\$2,020	\$2,040
Professional Development (Conferences/workshops/trainings)	\$558	\$1,000	\$1,000	\$0
Professional Development: Dues/Subscriptions/Memberships (MACS, MACSA)	\$690	\$1,300	\$1,400	\$0
Epicenter	\$4,125	\$4,400	\$3,300	\$0
	*one quarter FY20 Epicenter posted to FY21			
Transportation and Travel	\$0	\$2,000	\$2,000	\$0
Office Supplies, Equipment, Printing, Postage	\$185	\$300	\$300	\$100
ADMINISTRATIVE/OFFICE SUBTOTAL	\$7,557	\$11,000	\$10,020	\$2,140
OTHER EXPENDITURES				
Meals (7615, 7340)	\$15	\$1,000	\$1,000	\$0
OTHER EXPENDITURES SUBTOTAL	\$15	\$1,000	\$1,000	\$0
TOTAL EXPENDITURES	\$78,465	\$98,588	\$93,223	\$9,140
Annual Balance	-\$4,867	-\$14,992	-\$8,792	-\$9,140
Fund balance from prior year	\$40,190	\$35,323	\$20,331	\$11,539
Annual Fund balance	\$35,323	\$20,331	\$11,539	\$2,399

Bethel University | Education Department

Charter School Authorizer Conflict of Interest Policy

Bethel University is a charter school authorizer under Minnesota law. In that capacity Bethel strives to work in partnership with the schools it authorizes (Bethel “member schools”). Bethel seeks to give its member schools access to university resources and expertise, while performing its primary duty - the oversight of member schools.

Bethel's responsibilities as an authorizer require that it provides comprehensive oversight of its member schools. Bethel's primary function as an authorizer is to help ensure public accountability for the schools it authorizes.

Bethel does not operate charter schools as an authorizer. Bethel has no authority or power to control the administrative or financial operations of its member charter schools. Bethel's sole role is to authorize public charter schools in accordance with Minnesota Statutes ([Chapter 124E. Charter Schools link](#)) which govern the duties and responsibilities of charter school authorizers.

Bethel operates in a monitoring relationship with its member schools. It provides feedback on compliance, shares observations, asks questions, facilitates the sharing of effective practices, and evaluates school performance based on the charter school contract and Minnesota Statutes to help ensure the success of the schools it authorizes.

Bethel shall not enter into the following types of contracts with charter schools it authorizes:

- financial management,
- administration,
- accounting or auditing services, or
- lease of space.

Additionally, before Bethel will offer any other services to schools, such as training, the Bethel charter school liaison will first review and confirm the service is both voluntary and does not constitute direct control over school operations or infringe upon the charter school's autonomy. All faculty services provided to member schools shall be the result of strictly voluntary agreements between all parties and are not required to be accepted by the charter schools as a condition of other services provided by Bethel as authorizer.

Additionally, before Bethel will review any application, applicants and the members of the review team will complete a review of this policy and certify that there are no conflicts of interest. This information will be recorded as part of the application review documentation.

Standards

Bethel shall at all times ensure that all of its actions are exclusively in furtherance of its charitable and educational purposes as an authorizer and it shall take no action resulting in any impermissible benefit to Bethel or any other individual or organization.

At all times Bethel and its member schools, shall comply with the conflict of interest provisions of Minnesota Statutes § 124E.14 and other applicable state and federal laws.

Conflicts

The [MN Department of Education Guidance of Conflict of Interest for Authorizers and Charter Schools](#) states as follows:

"Any conflict of interest occurs when a person owes actual or apparent duty or loyalty to more than one organization, or has personal self-interests, and the competing duties or loyalties may result in actions which are adverse to one or both parties. A conflict of interest exists even if no unethical, improper or illegal act results from it."

A conflict of interest may arise in situations where a person is responsible for promoting one interest at the same time he or she is involved in a competing interest. A conflict of interest exists if an employee of Bethel engages in any of the following with regard to a charter school authorized by Bethel:

- (a) use or attempted use by a Bethel employee of his or her position on the Bethel Charter Oversight Committee or as a Bethel employee, to secure benefits, privileges, exemptions or advantages for the employee or the employee's immediate family or an organization with which the employee is associated, which are different from those available to other employees of Bethel or the general public;
- (b) acceptance by a Bethel employee of any employment or contractual benefit that may affect that employee's independent judgment in the exercise of his or her duties as a member of the Bethel Charter Oversight Committee or as a Bethel employee;
- (c) service by a member of the Bethel Charter Oversight Committee or any Bethel University employee as a board member for a Bethel authorized charter school, without the prior express written permission of the Bethel Education Department Chair, the BCOC, and the University Provost.

Members of the Bethel community (staff and faculty) and/or the Bethel Charter Oversight Committee (BCOC) with any relationship with a Bethel authorized school, must disclose that relationship to the Education Department Chair, the Provost, and the BCOC committee, in writing (completing the Charter School Authorizer Conflict of Interest Disclosure), for determination by the University of whether a conflict of interest exists.

Any person with a conflict of interest shall be excluded from deliberating and voting on any issues related to a member school as part of the Bethel Charter Oversight Committee and/or as a Bethel employee. This restriction extends to, but is not limited to, discussion and decisions regarding the approval of and compensation for business contracts between them or their family or an organization with which the employee is associated. In addition, a Bethel employee may not act as a Board member of any charter school where Bethel serves as its authorizer without the express prior written permission of the Education Department Chair, the BCOC, and the University Provost.

Bethel University Education Department Charter School Authorizer Conflict of Interest Disclosure (or using Google Form)

CONFLICT OF INTEREST DISCLOSURE STATEMENT

In any case where you are contracting with, affiliated with, or have influence over decision making at both Bethel and a charter school where Bethel serves as its authorizer, please complete this disclosure form and submit it to the Bethel Charter Oversight Committee (BCOC) for review and determination of whether a conflict of interest exists and if so, how the conflict will be resolved.

1. Name of Employee or Committee Member: (Please print)

2. Role/capacity at Bethel:

___ Board of Directors ___ Employed staff/administration ___ Employed faculty

3. Have you or any of your family members or any related organization:

- provided services or property to
- purchased services or property from
- had any direct or indirect interest with
- paid money or are indebted to
- received money from
- engaged in legal proceedings with; or
- served on the board of any school authorized by Bethel University in the past twelve months?

___ YES ___ NO

If yes, please describe the circumstances in detail. (Attach additional information if appropriate.) If a family member is involved, disclose their identity and involvement with the charter school:

I HEREBY CONFIRM that I have read and understand Bethel University's conflict of interest policy related to charter schools authorized by Bethel and that my responses to the above questions are true and correct. I agree that if I become aware of any information that may make my responses inaccurate or misleading, I will notify the University Provost or BCOC immediately.

Signed: _____

Date: _____

Print name: _____

Received by (Charter Liaison): _____

Date: _____

Charter Contract Goals Development Worksheet Template

Charter Contract Goals Development Worksheet						
		BU Annual Assessment	MDE Gopherville School Examples / NACSA Framework Goals	SMART GOAL (Specific and Strategic, Measurable, Attainable, Results-Based, and Time-Bound)	5 YEAR	ANNUAL INCREMENTAL FOR REPORTING TO BOARD/CONTINUOUS IMPROVEMENT PLANS
Academic	Primary purpose	improve all pupil learning and all student achievement	A1 - 13	Examples of mission-specific school goals include: - A foreign language school measuring language proficiency through a reliable assessment tool - A college-preparatory academy measuring growth in percentage of students passing AP/IB tests		
	Secondary purpose (those that apply per contract)	(1) increase learning opportunities for all pupils;	A1 - 13			
		(2) encourage the use of different and innovative teaching methods;	A2, A6			
		(3) measure learning outcomes and create different and innovative forms of measuring outcomes;	A2, A6			
		(4) establish new forms of accountability for schools; or	A2, A6			
		(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.				
	WBWF (those that apply based on grade levels served)	All children are ready for school.	A6	In 2017-18, students who completed Gopherville's pre-kindergarten program improved by an average of 10 points on Local Assessment X between the beginning and end of their program. In 2018-19, students who complete the program will improve by an average of 15 points on Local Assessment X.		
		All third-graders can read at grade level.	A7	The percentage of all students enrolled in grade 3 for at least half a school year in Gopherville who are proficient on the Minnesota reading accountability tests will increase from 82.8% in 2018 to 84.0% in 2019.		
		All racial and economic achievement gaps between students are closed.	A10	The percentage of Hispanic students enrolled in Gopherville for at least half a school year who are proficient on the MCA and MTAS math tests will increase from 68.7% in 2018 to 72.0% in 2019. Similarly, enrolled white students' proficiency rate will increase from 71.5% in 2018 to 73.0% in 2019.		
		All students are ready for career and college.	A12, A13	All 11th graders in Gopherville take the ACT. The percentage who meet at least one ACT college-ready benchmark (reading, English, math, or science) will increase from 31.2% in 2018 to 34.0% in 2019.		
		All students graduate from high school.	A11	An analysis of Gopherville's four-year rate shows that most non-graduates are continuing their education, but are behind in credits. The percentage of students who are on-track with credit completion at the end of 11th grade will increase from 85.4% in 2018 to 90.0% in 2019.		
	NorthStar	academic achievement (math and reading, percentage of students at a school whose learning currently meets or exceeds their grade-level standards)	A7	[Between 80-89 percent] of students met or exceeded proficiency		
		progress toward English language proficiency (ACCESS composite proficiency level of 4.5 and at least three out of four domains at or above 3.5)	A6			
		academic progress (math and reading, students increasing their learning relative to grade-level standards)	A9	[At least 80 percent] of students are making expected growth		
		graduation rates (four-year and seven-year rates)	A11			
	consistent attendance (percentage of students attending more than 90 percent of the days they are enrolled at a school)	F3	The percentage of Gopherville students enrolled for at least half the year who are consistently attending - defined as attending more than 90% of the time they are enrolled - will increase from 84.4% in 2018 to 86.0% in 2019.			
	Comparative	A8	School's average proficiency rate [meets or exceeds the average performance of students in schools serving similar populations in the same grades by up to 15 percentage points] School's average proficiency rate [meets or exceeds the average performance of students in schools they might otherwise attend by up to 15 percentage points]			
Non-academic	Finance	MDE Finance Award	F4			
		Clean Audit	F1			
	Governance and Leadership	Address/Adhere to Conflict of Interest (124F:14, Conflict of Interest for Authorities and Charter Schools)	G7	Include an agenda item such that board member check for any real or perceived conflict of interest at the beginning of each board meeting.		
		Governance membership and structure compliance	G1			
	Operations and Legal compliance	Program audits with minimal findings in English Language, Food Service, and Special Education	L6			
		Community satisfaction - surveys	L1			
		Website compliance	L8			
	Epicenter - accuracy, completion, on-time	L5	All schools will use Epicenter. The average percentage of Epicenter scores (based on accuracy, completion, and on-time for submission) will increase from 75% in FY21 to 90% in FY25.	Average of 95% based on accuracy, completion, and on-time for submission	Year 1 = 75%, Year 2 = 80%, Year 3 = 85%, Year 4 = 90%, Year 5 = 95%	
Credits: MDE 09-11-18 Setting Useful Goals						
https://www.qualitycharters.org/wp-content/uploads/2020/04/CorePerformanceFrameworkAndGuidance.pdf						

Bethel University | Department of Education CHARTER SCHOOL AUTHORIZATION SELF-EVALUATION

Authorizer Capacity and Infrastructure

Goal: create organizational structures, and commit human and financial resources necessary for conducting its authorizing duties effectively and efficiently

Benchmark	Implemented	Guiding documents that serve as a tool and archive for ongoing practice (e.g. mission statement, organizational chart)	How do we accomplish this? (e.g. staff meetings, board retreat, staff evaluations)
ORGANIZATIONAL STRUCTURES Implements plans, policies and processes that streamline and systematize our work.			
Our department is guided by a clear and articulate mission statement.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
An effective working relationship exists with our department and staff and there is a clear delineation and understanding of the roles and responsibilities of our board and staff.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have articulated annual goals, expected outcomes, and methods for achieving our goals.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have developed policies and processes that create coherence in implementation and performance from one authorizing function to another.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We dedicate time for reviewing, updating, and improving the	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

implementation of policies and processes in response to the ongoing evolution of authorizer responsibilities and charter school issues and needs.			
Our work is guided by a strategic plan that we regularly revisit and use as a tool for ongoing self- assessment and long-term planning.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We adhere to a written conflict of interest policy and our authorizing policies and practices are transparent and based on merit.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
FINANCIAL RESOURCES Determines the financial needs of the office and secures sufficient financial resources to adequately fulfill its authorizing responsibilities.			
Our budget is clearly aligned with the mission and goals of the department and funds are committed accordingly.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have identified our financial needs in both the short and long term.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have sound financial accounting and reporting mechanisms in place, including a formal process for preparing and submitting our budget request.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Application Process Self-Evaluation Instrument

Goal: a comprehensive application process that follows fair procedures and rigorous criteria and grants charters only to those developers who demonstrate strong capacity for establishing and operating a quality charter school.

Benchmark	Implemented	Guiding documents that serve as a tool and archive for ongoing practice (e.g. mission statement, organizational chart)	How do we accomplish this? (e.g. staff meetings, board retreat, staff evaluations)
FAIR PROCEDURES Communicates chartering opportunities, processes and decisions openly to the public.			
We strive to reach out to as many people as possible who might be interested in applying for a charter and publicize the application process widely.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We clearly explain the process for applying for a charter and make our application materials readily available to the public.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Establishes a submission process with realistic and clear timelines, requirements, and expectations for content and format.			
The application clearly details the required content and a clear timeline for the application process is provided.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to provide only information that is essential for demonstrating the capacity to establish and operate a quality charter school.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Explains how each stage of the application process will be evaluated.			
Each step of the evaluation process and the role of the reviewers is clearly defined.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Defines clearly how the requirements of the application are met.			
We have staff responsible for fielding and responding to questions from applicants throughout the application process.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We provide citations to applicable statutes and regulations when defining the application content requirements.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

RIGOROUS CRITERIA Requires the applicant to provide a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures, and evidence of the applicant's capacity to carry out its plan.			
We require applicants to provide a clear and compelling mission statement that articulates a purpose for the school.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to provide a plan for a quality educational program that can successfully serve all children at the school, and is based on sound educational philosophies and evidence of prior success.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to demonstrate a solid business plan that includes realistic enrollment projections and budget assumptions, balanced budgets, positive cash flows, and an adequate and achievable facilities plan.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to provide a plan for effective governance including a skilled, experienced board that is void of conflicts of interest and maintains appropriate oversight of the school.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to provide a plan for effective management including clear position descriptions, delineation of duties, an organizational chart and administrative policies.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We require applicants to present a sound plan to start the school within the time and with the resources available from approval of the charter to the first day of school.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Is open to considering innovative educational philosophies and approaches.			
Our evaluation criteria permit a variety of educational models and philosophies to meet the standards of rigor.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
CHARTER DECISIONS Conducts a thorough evaluation of the applicants using reviewers with educational, organizational, legal, and financial expertise.			
We enlist review teams, including external reviewers if necessary, with	<input type="checkbox"/> yes <input type="checkbox"/> partial		

expertise in the content areas of the application and knowledge of new schools.	<input type="checkbox"/> no		
We ensure the factors that inform chartering decisions are clearly documented and we have clear internal policies on what materials constitute public record and can be shared with applicant groups and the public.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Grants charters only to applicants that have met the established criteria.			
We grant charters only to applicants that have met the criteria.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Provides prompt notification of decisions, and informs applicants of their rights and responsibilities.			
We inform applicants of chartering decisions on published announcement dates and explain the process for negotiating the terms of the contract.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We explain to denied applicants their rights to appeal in accordance with state charter law and provide denied applicants with our reasons for denial.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Makes a separate decision, after granting a charter, about a school's readiness to open.			
We clearly define the conditions a school must satisfy in order to be considered ready to open.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We make decisions on a school's readiness to open on a clear and consistent basis.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Performance Contracting Self-Evaluation Instrument

Goal: contracts with charter schools clearly articulate the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences and other material terms.

Benchmark	Implemented	Guiding documents that serve as a tool and archive for ongoing practice (e.g. mission statement, organizational chart)	How do we accomplish this? (e.g. staff meetings, board retreat, staff evaluations)
NEGOTIATION Utilizes a collaborative process to ensure mutual agreement over the terms of the contract.			
We have established a contract template that defines and addresses the material terms of the charter.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We discuss the terms of the contract with each school and consider possible modifications or improvements to the template.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We provide ample guidance about and a detailed explanation of the parameters of the authorizer/school relationship.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We follow a process for amending the terms of the contract that are mutually agreed upon.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
RIGHTS AND RESPONSIBILITIES Executes contracts that: Autonomy — Define the school's rights, including those related to the educational program, control of funds, school management decisions, and waivers from traditional public school laws and regulations.			
Our contracts comply with state law regarding the school's autonomy and authority in relation to its educational program, governance and management, budget, personnel and operations.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Our contracts are written broadly enough to afford school leadership the flexibility to make strategic changes to their plans and programs as needed while remaining faithful to the contract terms.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Expected Outcomes: Define clear, measurable, attainable student achievement and organizational performance goals against which the authorizer will evaluate the school on an ongoing basis and for renewal.			
Our contracts clearly delineate the student achievement and organizational performance goals for which we hold the school accountable.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We ensure that the goals for which we hold schools accountable are measurable and can be objectively determined.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Our contracts identify the level of performance that the school commits to attain to achieve its goals.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Evaluation Process: Stipulate the process for evaluation, including but not limited to: the types of academic, organizational, financial, and compliance data that will be reviewed, and the process and frequency for gathering and reporting such data.			
Our contracts describe the accountability system's method for collecting data.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Our contracts affirm our authority to require data that are needed from the school for accountability purposes.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Our contracts include specific descriptions of the type and frequency of the school's reporting.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Performance Consequences: Explain the conditions under which the authorizer may intervene in the school's operation or revoke the contract as well as procedures/protocols by which such interventions may occur; and define the criteria for renewal.			
We provide written descriptions of our expected responses to and the possible consequences for a school's failure to meet agreed upon requirements and outcomes.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Our contracts identify the statutory, regulatory, and procedural requirements of operation that the school must meet.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Ongoing Oversight and Evaluation Self-Evaluation Instrument

Goal: contract oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures autonomy provided under applicable law.

Benchmark	Implemented	Guiding documents that serve as a tool and archive for ongoing practice (e.g. mission statement, organizational chart)	How do we accomplish this? (e.g. staff meetings, board retreat, staff evaluations)
PERFORMANCE EVALUATION Implements an accountability system that generates all the information needed to determine whether a school is meeting the goals and standards articulated in its contract.			
We have established a comprehensive, transparent accountability system for gathering specific data to assess a school's performance against its student achievement and organizational performance goals.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We evaluate academic performance data, ie. NWEAs, MCAs, etc.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We evaluate organizational performance data from multiple sources.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We evaluate financial performance data from multiple sources.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We comprehensively review and analyze required state assessment results for each school and is an integral source of evidence on the effectiveness of the school's academic program.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We gather qualitative data that corroborate and augment quantitative data on a school's performance.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We report findings on school performance to schools and the public in a clear and timely manner (Authorizer Annual Report).	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
MONITORS COMPLIANCE			

Monitors compliance requirements, including those legally mandated and those that are essential to fulfill the authorizer's public oversight responsibility			
Our committee has a firm understanding of the compliance requirements of charter schools and we have staff assigned to oversee each school's adherence to compliance requirements.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have protocols for monitoring compliance requirements and reporting findings to the schools and the public.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We understand and have clearly delineated our roles and responsibilities for monitoring special education program compliance.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We understand and have clearly delineated our roles and responsibilities for monitoring health, safety and facilities compliance .	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We understand and have clearly delineated our roles and responsibilities for monitoring civil rights compliance .	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Articulates the consequences for failing to meet compliance requirements.			
Our non-compliance policies are clearly defined and identify the range of actions to be taken if we find issues of non-compliance and are disseminated to all schools and staff members.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Ensures schools fulfill its legal obligations to students and parents.			
We follow a process for handling complaints from parents and students.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Provides clear, adequate and evidence-based notice of problems.			
We provide schools with direct, ongoing feedback on its performance against the goals and terms of their contract.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have a written intervention policy that defines responses and potential consequences for findings of underperformance.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Allows reasonable time for remediation.			

We give schools adequate time to address and correct performance deficiencies.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Makes decisions about whether and how to intervene on a clear and consistent basis.			
Our intervention policy clearly defines our role in providing intervention support and/or technical assistance.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
AUTONOMY Respects the school's authority over its day-to-day operations.			
Our oversight policies and practices are consistent with, and do not exceed, the authority granted to us by statute, regulations and our contract with each school.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We collect information only as often as necessary to fulfill our oversight responsibilities.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We have determined which information is necessary to collect on an annual, quarterly or more frequent basis.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We provide schools with adequate notice of our reporting requirements.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We ensure that our reporting requirements do not make unnecessary requests for duplicative information and we work to shield schools from requests for nonessential paperwork.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Renewal Decision Making Self-Evaluation Instrument

Goal: designs and implements a transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions.

Benchmark	Implemented	Guiding documents that serve as a tool and archive for ongoing practice (e.g. mission statement, organizational chart)	How do we accomplish this? (e.g. staff meetings, board retreat, staff evaluations)
TRANSPARENT PROCESS Articulates the criteria for renewal.			
Our renewal criteria are clearly communicated to schools at the outset and throughout the term of their contract.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Publishes a timetable and process for renewal decision making.			
We thoroughly describe the process by which renewal decisions are made.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We provide guidelines and a timetable that details each stage in the renewal decision making process.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Clearly communicates the options and consequences available under state law including revocation, non-renewal, renewal with conditions, and renewal.			
We are able to clearly articulate how the renewal decision making options allowed under state law are considered.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Explains any available rights of appeal, whether to administrative or legal bodies, through which the decision of the authorizer can be challenged.			
We provide an explanation of the process by which our renewal decisions can be appealed.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Analyzes and weighs data regarding a school's performance over time in relation to the goals and terms of its contract.			
Our renewal decisions are supported by a body of evidence accumulated over the term of a school's charter.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Considers multiple sources of data, including state-mandated, standardized and internal test data, student academic growth over time, evidence of mission-related outcomes and qualitative reviews, to judge school quality.			
Our renewal decisions are informed by a comprehensive set of data gathered through multiple methods.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Solicits parent and public input into the charter renewal process and articulates how community input will affect the decision.			
We provide opportunities for parents and the public to give input into the renewal process.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
MERIT-BASED DECISIONS Grants renewal only to a school with a quality educational program that has achieved the goals and standards identified in its contract, is organizationally and financially viable, and has been faithful to the terms of its contract and applicable law.			
We hold schools accountable for increased student achievement.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We hold schools accountable for strong financial and organizational performance.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
We hold schools accountable for compliance with its contract terms.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		
Outlines a protocol for the orderly closure of a school.			
We have clear, written procedures for closing schools, which outline our shared responsibilities with the school's officials for the reallocation of students, dissolution of assets and general implementation of the closure plan.	<input type="checkbox"/> yes <input type="checkbox"/> partial <input type="checkbox"/> no		

Authorizer Self-Evaluation Reflection Questions

1. Based on your self-evaluation, how well is your authorizing agency doing in meeting the Principles & Standards for Quality Charter School Authorizing? How do you rank your performance on a scale of 1 to 5 (five being strongest) in meeting these standards?
2. For the benchmarks that you have identified as “YES,” what do you perceive to be your greatest strength in this core responsibility?
3. For the items identified as “PARTIAL,” create a list of what it will take to fully implement the benchmark.
4. For each of the “NO” items, create a list of why such items are not implemented and potential consequences, if any, for not implementing the benchmark.
5. Based on the list created above, what have you identified as your organization's greatest weakness in this core authorizer responsibility? a. How might you work to strengthen this weakness? b. What resources will you need?

Note: The Charter School Authorization Self-Evaluation is based solely on the NACSA Building Excellence in Charter School Authorizing Authorizer Self-Evaluation Instruments. Charter school authorizers are encouraged to freely and voluntarily use these instruments to evaluate and strengthen their practices to the extent that they independently determine such guidance to be consistent with the laws and regulations applicable to their jurisdiction.

Applications and Assessments

Bethel University | Education Department

APPLICATION TEMPLATE

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.
- Any sources used must be credited and cited appropriately.

Note: evidence for each section may be hyperlinked within the section or as a separate listing at the end of each section

- I. Executive Summary
 - A. Mission
 - B. Statutory purposes
 - C. Demographics or Location
 - D. Need and/or Demand
 - E. Educational philosophy and instructional approach
 - F. If the application was submitted to other authorizers (if applicable).
- II. Academic and Educational Program
- III. Fiscal Management - Budget and Finances
- IV. Governance and Leader
- V. Operations and Legal Compliance
- VI. Early Learning (if applicable)

Addendum items:

- Completed and signed Conflicts of Interest forms (link)
- Completed background checks (if applicable)

New Charter Timeline - Three Year Cycle

Bethel University | Education Department

NEW CHARTER TIMELINE - THREE YEAR CYCLE

Year 1											
January	February	March	April	May	June	July	August	September	October	November	December
						Pre-Application Exploration					Application due to Bethel Dec 1
Year 2											
January	February	March	April	May	June	July	August	September	October	November	December
Bethel Review: Departmental, Revisions (if necessary), Final Determination no later than April 1				latest date to submit to MDE		MDE 60 day review	Authorizer response (if needed) 20 days	Final MDE review (if needed) 15 days	Contract Signed	Ready to Open tasks	
								CSP Start-up Grant open and due date (mid Sept - mid Oct) executed January			
2 Opening Scenarios - open or delay											
Year 3 School opens											
January	February	March	April	May	June	July	August	September	October	November	December
Ready to Open tasks including MDE Bootcamp for new charters					Ready to Open Meeting			School Opens			
CSP Start-up Grant executed January											

Year 3 School delayed opening											
January	February	March	April	May	June	July	August	September	October	November	December
Ready to Open tasks including MDE Bootcamp for new charters											
CSP start-up and significant expansion/replication Grants open and due (mid Jan - mid Feb) executed May				CSP start-up and significant expansion/replication executed May							
Year 4 School opens after delay											
January	February	March	April	May	June	July	August	September	October	November	December
Ready to Open tasks including MDE Bootcamp for new charters											
			Ready to Open Meeting					School Opens			

Black text indicates Development Team tasks

Blue text indicates Bethel Tasks

Red text indicates MDE dates

Orange text indicates TENTATIVE CSP dates

Bethel University | Education Department NEW CHARTER SCHOOL APPLICATION

School development team submitting application with a goal of starting a new charter school.

Per [Minnesota Statutes, section 124E.06, subdivision 4](#):

(a) Before an operator may establish and operate a school, the authorizer must file an affidavit with the commissioner stating its intent to charter a school. An authorizer must file a separate affidavit for each school it intends to charter. An authorizer must file an affidavit at least 14 months before July 1 of the year the new charter school plans to serve students. The affidavit must state:

- (1) the terms and conditions under which the authorizer would charter a school; and*
- (2) how the authorizer intends to oversee:*
 - (i) the fiscal and student performance of the charter school; and*
 - (ii) compliance with the terms of the written contract between the authorizer and the charter school board of directors under section 124E.10, subdivision 1.*

(b) The commissioner must approve or disapprove the authorizer's affidavit within 60 business days of receiving the affidavit. If the commissioner disapproves the affidavit, the commissioner shall notify the authorizer of the deficiencies in the affidavit and the authorizer then has 20 business days to address the deficiencies. The commissioner must notify the authorizer of the commissioner's final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. If the authorizer does not address deficiencies to the commissioner's satisfaction, the commissioner's disapproval is final. An authorizer who fails to obtain the commissioner's approval is precluded from chartering the school that is the subject of this affidavit.

Overall, the Application should address and provide evidence for the following:

Academic and Education Program	How will the educational program become a high quality charter school?
Fiscal management - Budget and Finances	How will the school become a financially viable and healthy organization?
Governance and Leadership	How will the school be faithful to its stated mission, goals, and objectives?
Operations and Compliance	How will the school be faithful to the terms of its contract?

APPLICATIONS INSTRUCTIONS AND FORMATTING

Please submit one hard copy and one electronic copy. Both applications must be received by the deadline in order for the application to be considered. Incomplete applications will not be accepted. Receipt of complete applications will be confirmed by email.

- Paper and digital copies must be submitted to Bethel University by December 1.
- **Hard copy and one jump drive** containing an electronic copy in a single file (PDF or Google docs format) to:
Bethel University - Education Department Charter Liaison
3900 Bethel Drive
St Paul, MN 55112
- **Electronic copy** (PDF or Google docs format) should be sent to:
heather-ross@bethel.edu

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.
- Any sources used must be credited and cited appropriately.

The new charter school application affidavit consists of:

Part A: Forms and Assurances

- New Charter School Affidavit Cover Sheet – Form 1
- School Founders Contact Information – Form 2
- Authorizer Evaluation Information – Form 3
- New School Affidavit Assurance and Certification – Form 4
- Authorizer Assurances – Form 5

Part B: Terms and Conditions of New School

** Part C: Authorizer Capacity and Infrastructure*

** Part D: Authorizer's Review Process*

** Part E: Authorizer Oversight and Compliance*

Part F: Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

Part G: Early Childhood Health and Developmental Screening (if applicable)

Notice to School District: Attach a copy of the notification letter(s) the charter school developer or authorizer sent to the school district(s) in which the new charter school proposes to locate. Applicants are encouraged to notify a school district at least 15 business days before an affidavit is submitted to MDE

** Parts C, D, and E are completed by the Authorizer*

Please provide a detailed narrative to address each of the following sections and prompts. Applications may use the provided Application Template.

EXECUTIVE SUMMARY

Provide a multi-page summary of the school that is planned that addresses the items below.

1. The school's broadly inclusive mission statement.
2. The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1.
3. The proposed location, including program model, grades served and student enrollment. Demonstrate how the proposed school will be able to generate sufficient enrollment to meet the targets given already existing school options in the proposed location.
 - a. Demonstration of need for the proposed school in the community to be served.
 - i. "Need" means the reasons the proposed school is necessary in the community to be served. Need can be demonstrated by, for example, describing why existing school options in the community are insufficient or inadequate.
 - b. Evidence of demand for the proposed school in the community to be served.
 - i. "Demand" means the desire of prospective families to enroll their children in the proposed school's education program. Demand can be evidenced by, for example, feedback from listening sessions or survey results from prospective families.
 - ii. Attach copies of source documentation to the affidavit providing evidence of demand for the proposed school in the community to be served to support projected enrollment. Examples include, but are not limited to sign-in sheets or attendance lists from informational meetings or listening sessions, signed petition forms in support of the proposed school, and completed surveys from prospective families.
4. The educational philosophy and instructional approach, including any innovative approaches, how this school plans to improve all pupil learning and all student achievement meeting or exceeding the outcomes adopted by the MDE, and whose needs are currently not being met in the community. [Indicate which of the MN Fed. CSP goals the proposed school intends to meet.]
5. If this proposal has been submitted to any other authorizers and the dates of submission.

Evidence to submit:

- *source documentation for evidence of demand*

ACADEMIC AND EDUCATIONAL PROGRAM

Describe the academic focus and program model to be implemented and how it will lead to the development of a high quality charter school.

1. The curriculum and instructional practices to be used. Including a description of the school's educational program based on the need and demand in the community to be served.
 - a. The application should clearly indicate if the new charter school is planning to incorporate:
 - i. Digital, online, hybrid or blended learning; and/or
 - ii. Project-based learning; and/or
 - iii. Work-based learning.
 If the new charter school is not planning to incorporate any of the above, include a statement indicating as such.
2. Describe the new school's proposed schedule and calendar, including:
 - a. Targeted opening date
 - b. A description of a student's "typical day" experience
 - c. An example of the school's proposed daily/weekly schedule and yearly calendar including total annual instructional hours
3. Describe how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act
4. Plans that address special populations not limited to; Limited English Proficiency, Gifted-Talented, At-Risk
5. Extra-curricular program offerings planned
6. Approach to school culture and discipline
7. Student performance expectations with specific academic and nonacademic outcomes in SMART goal format.
8. Assessments that will be used to assure high student academic performance

Evidence to submit:

- *Extra-curricular program offerings planned.*
- *Description of a student's "typical day" experience and an example of the school's proposed daily/weekly schedule and yearly calendar including total annual instructional hours.*

Early Learning (if applicable):

- Plan to address kindergarten enrollment preference
- plan to address the school's plan and capacity to provide the Early Childhood Screening (if applicable) And a plan to complete screening within 90 days of enrollment
- Plan to address the school's plan for a Comprehensive Child Assessment
- Plan to include instructional practices that are aligned with the state early childhood learning standards and kindergarten standards
- Plan to address Kindergarten Transition

FISCAL MANAGEMENT - BUDGET AND FINANCES

Describe the overall plan for fiscal management and how this will lead to a fiscally viable and healthy organization. The financial plan and budgets must include a plan for revenues, expenditures, and compliance with state and federal accounting and reporting requirements. The plan should clearly align with other areas of the application and use the same numbers

throughout for consistency. Applicants are strongly encouraged to use market reasonable facility costs, comparable salaries, and conservative enrollment projections.

1. Include at least two scenarios of a five-year budget forecast (minimum number of students needed for financial viability, as well as a budget based on 100% of anticipated enrollment) that:
 - a. uses realistic assumptions and provide the rationale for their basis;
 - b. include a cash flow projection for the first 18-months of operation using UFARS and addresses state funding holdbacks of approx 25%;
 - c. illustrates a separation of general fund and food service and/or community fund;
 - d. plans to create and and grow a significant fund balance;
 - e. aligns staffing expenses congruent with the application in other sections; and accounts for services contracted to outside providers.
 - f. aligns and supports the narrative and educational program described
2. Indicate the grade levels and total number of students to be served when fully operational. Please complete a table to identify the number of students expected to attend the charter school each year by grade level. Add rows with estimates/projections for each year, as necessary, until projected maximum enrollment is achieved. See included New Charter School Application Enrollment Projections table.
3. A financial plan to start up school operations and sustain the school's finances after opening.
 - a. If the school intends to apply for federal Charter School Program (CSP) grant funds, the financial plan should include contingencies if CSP funds are not awarded.
 - b. If the new charter school includes an instructional preschool or prekindergarten program, describe the school's plans to fund the program. Indicate whether the program is free to all participants or fee-based. If fee-based, include the fee structure that will be used. If applicable, describe the school's intent to pursue a Minnesota Parent Aware rating through the Accelerated Pathway for the early learning program and other possible funding sources to sustain the program if available, such as Early Learning Scholarships, Voluntary Prekindergarten or School Readiness Plus, and Title I.
4. Identify the CPA and Audit firms you expect to retain to complete financials and annual audit.
5. Describe the qualifications of those staff, faculty, and board members who will be accountable for the financial integrity of the school.
6. Describe the budget forecasting, approval, and monitoring process.
7. Describe plans for a growing and maintaining significant fund balance (at least 20%).

Evidence to submit:

- Table that indicates the number of students expected to attend the charter school each year by grade level. Add rows with estimates /projections for each year as necessary until projected maximum enrollment is achieved.

Early Learning (if applicable):

- Plan for the program's fee, will it be free or fee-based?
- Plan for adequate funding for the early learning program

- Indicate if the school's intent to pursue a Minnesota Parent Aware rating and associated funding

GOVERNANCE AND LEADERSHIP

Describe the governance and leadership plan and how it will be faithful to and support the stated mission, goals and objectives.

GOVERNANCE

- Describe the board's governance model/board composition and how it will help advance the mission of the school.
- Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.
- Describe how the board will develop policy during the pre-operational planning period to ensure that the board governs the school in compliance with federal, state and charter requirements.
- Describe the board's plans for school management and leadership.
- Describe the process the board will use to develop and approve the budget; monitor the financial condition of the school; and select financial managers and the auditor.
- Provide an organizational chart for the new school.
- Describe how the board will create an oversight plan that develops and approves a budget, monitors the financial condition of the school, and selects and approves financial managers and the auditor.

LEADERSHIP

Describe how the school leadership is qualified and prepared to develop and plan a high quality charter school while being faithful to its stated mission, goals, and objectives.

1. Describe the primary school leaders (founders) and how they are well-positioned to develop and plan a new high-quality charter school.
2. Create a **Charter School Leader Contact List** for ALL individuals directly involved in the development of this new public charter public school (founders, board members, developers, grant writers, consultants, etc.) and include the following information:
 - a. Describe the relevant work experience and expertise they bring to the founding team;
 - b. Describe their experience and/or involvement in K-12 education;
 - c. Describe their experience with the design and operation of a charter school;
 - d. Describe their expected role and responsibilities during the school's pre-operational planning period;
3. All persons on the Charter School Leader Contact List must submit a full resume, a completed and signed [Conflict of Interest form \(link\)](#) and completed criminal background check (submitted by the individual applicants). Clearly disclose if any founders or board members intend to serve on the school's interim board, apply for employment at the new school and/or contract for services with the new school.

Evidence to submit:

- Charter contact list

- Charter contact list - resumes, conflict of interest forms, and background checks

OPERATIONS AND LEGAL COMPLIANCE

Describe the operations and legal compliance plan and how it will ensure fulfilling the terms of the charter contract.

POLICIES

Please submit the school's proposed lottery and admissions policies and a crosswalk documenting alignment to MN Statute.

FACILITY

Briefly describe the results of your facility needs assessment. Provide a description of the intended location and any potential facility or facilities that have been identified.

TRANSPORTATION

Briefly describe transportation needs and rationale for assumptions and provide a description of possible transportation options.

Early Learning (if applicable):

- Plan to address the school's plans to coordinate with Relevant Community-Based Services
- Plan to ensure compliance with Early Learning Staff Ratios and Licensure
- Plan to address teacher content knowledge in early childhood curriculum content, assessment, and instruction
- Plan to address early learning professional development to address curriculum content, assessment, and instruction

EARLY LEARNING (IF APPLICABLE)

Provide a brief summary that addresses each area, if not specifically addressed in the sections above:

Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

(I) Comprehensive Child Assessment: Assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.

1. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR), Teaching Strategies Gold, or Work Sampling System.
 - a. The assessment must be used at least at program entrance and program exit.
 - b. At a minimum, the comprehensive assessment should measure children's progress in the domains of language, literacy, and mathematical thinking. Other domains may include

approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.

- c. The child assessment should be one approved by Minnesota Parent Aware. It must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive.
 - d. The comprehensive child assessment must align with Minnesota's Early Childhood Indicators of Progress–Minnesota's Early Learning Standards, Revised 2017.
2. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.
 3. Describe how families are involved in the assessment process throughout the year.
 4. Describe how assessment results are shared between the early learning and kindergarten staff in order to maximize the building of a coherent system between early learning and kindergarten.
 5. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.

(II) Intentional Instructional Practice: Provide intentional instructional practice aligned with Minnesota's Early Childhood Indicators of Progress (ECIPs) – Minnesota's Early Learning Standards and Minnesota's Kindergarten Academic Standards. Instructional practices must be based on early childhood research and professional practice focused on children's cognitive, social, emotional and physical skills and development that prepare children for the transition to kindergarten, including early literacy skills.

1. Describe how program content and intentional instructional practices are aligned with Minnesota's ECIPs. The school should consider using a Minnesota Parent Aware aligned curricula.
2. Briefly describe the curriculum used in the early learning program, such as High Scope Preschool Curriculum or Opening the World of Learning (OWL).
3. Indicate how the ECIPs are incorporated into the program based on the age of children participating in the early learning program.
4. Provide an overview of instructional practice to support children's early literacy skills development.
5. Describe a balance of child-initiated learning and teacher-directed pedagogies appropriate for young children's development and interests.
6. Provide a brief overview of the program's early learning approaches (such as use of project-based learning, inquiry-based learning, learning centers, interactive learning, and play-based learning).

(III) Kindergarten Transition: Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

1. Briefly describe the program plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten. The transition plan should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.

2. Describe how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.
3. Describe strategies to engage families in meaningful ways to support their children's learning throughout the transition into the kindergarten year beyond one-time events.
4. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.
5. If a free program, indicate if the charter school will provide enrollment preference to kindergarten for students participating in the early learning program as allowed by Minnesota Statutes, section 124E.11(c).

(IV) Community-Based Services: Coordinate relevant services and programs with community organizations.

1. Provide a brief description of how the program coordinates with community organizations and how those resources are shared with families.
 - a. Coordination may include referrals to community programs based on child needs, such as local public health organizations, social services, mental health services, or other early learning or child care programs.
 - b. The coordination with community-based services should reflect the needs of the children participating in the early learning program.
 - c. The community-based services utilized should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
2. Describe how information about community-based services can be made available to families using a variety of strategies, such as family advocates, school-home liaisons, parenting educators, social media, and informal school events.

(V) Staff Ratios and Licensure: Ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the staff being supervised by a licensed early childhood teacher.

1. Briefly describe how the early learning program is provided and how ratios and group size are provided to ensure a high-quality early learning program.
2. For each prekindergarten and preschool instructional class, describe staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas. MDE may require the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired.

(VI) Teacher Content Knowledge: Ensure teachers are knowledgeable in early childhood curriculum content, assessment and instruction.

1. Describe licensed staff training/professional development specific to early learning curriculum, instructional practices and assessment that has been completed in the past five years. If this information is not available at the time of submission, please indicate anticipated teacher knowledge in early childhood curriculum content, assessment and instruction. MDE may require the school to submit evidence of teacher knowledge in early childhood curriculum content, assessment and instruction when staff is hired.

(VII) Completion of Early Childhood Screening: Ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes, sections 121A.16 to 121A.19.

1. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or comparable screening from a health care provider (such as Child and Teen Checkups through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.

(Please note: It is not necessary for the charter school to provide early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children's learning.)

2. Provide a plan for those children who do not successfully complete early childhood screening including how referrals will be made.

Early Childhood Health and Developmental Screening (if applicable)

(I) Describe the school's plan and capacity to provide the early childhood screening program in accordance with Minnesota Statutes, sections 121A.16 to 121A.19 and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.

1. In discussing the school's plan and capacity to provide an early childhood screening program, describe how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section 121A.17. This includes the establishment of the MARSS Preschool Screening (PS) Record and the annual data submission to MDE Early Learning Services for children receiving the early childhood screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization.

(Please note: The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. More detail on establishing the MARSS PS Record is described in MARSS Procedure 26.)

Addendum

- Completed and signed Conflicts of Interest forms
- Completed background checks (if applicable and provided by the applicants)

Bethel University | Education Department

NEW CHARTER SCHOOL APPLICATION

ENROLLMENT PROJECTIONS

Year of Operation	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
One															
Two															
Three															
Four															
Five															
Six															
Seven															
Eight															
Nine															
Ten															

New Charter School Affidavit Cover Sheet – Form 1

Name of Authorizer: _____

Name of New Charter School: _____

Proposed Grades when Fully Enrolled: _____

Authorizer Main Contact Information:

(Name, title, email address, phone number, and mailing address)

School Main Contact Information:

(Name, title, email address, phone number, and mailing address)

Proposed Opening Date:

(Month, day, and year; if planned in stages, describe)

Proposed School Location and Facility Address (if identified):

Is this new charter school a conversion of an existing district public school?

☐ Yes ☐ No

(If yes, attach a separate sheet with an explanation. A conversion request is considered only with evidence of a petition from at least 60% of a school's full-time teachers seeking conversion and school district board meeting minutes recognizing the petition.)

Will this new charter school include an **Early Learning Program**?

☐ Yes ☐ No

(If yes, check all that apply below.)

☐ **Instructional Preschool Program** to provide early childhood education and preparation for transition to kindergarten for children ages 3-5 *(enter estimated number of children to be served annually)*

Anticipated size of instructional preschool program: _____

(enter estimated number of children to be served annually)

☐ **Instructional Prekindergarten Program** for four-year-olds to prepare children for entry into kindergarten the following year *(enter estimated number of children to be served annually)*

Anticipated size of instructional prekindergarten program: _____

(enter estimated number of children to be served annually)

☐ **Early Childhood Health and Developmental Screening Program**

School Founders Contact Information – Form 2

Provide information for individuals directly and significantly involved in the development of this new charter school (e.g., founders, board members and developers). Please do not include persons merely consulted in the development of the new charter school or the authorizer liaison.

Name	Phone Number	Email Address	Does this person serve or intend to serve on the new school board of directors? ¹	Minnesota Teacher License File Number and Expiration Date (if applicable) ²

¹Minnesota Statutes, section 124E.07, subdivision 1 stipulates: "Before entering into a contract or other agreement for professional or other services, goods, or facilities, the operators authorized to organize and operate a school must establish a board of directors composed of at least five members who are not related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's articles and bylaws under subdivision 4."

²Minnesota Statutes, section 124E.06, subdivision 1(a) stipulates: "An authorizer, after receiving an application from a charter school developer, may charter either a licensed teacher under section 122A.18, subdivision 1, or a group of individuals that includes one or more licensed teachers under section 122A.18, subdivision 1, to operate a school subject to the commissioner's approval of the authorizer's affidavit under subdivision 4." Licensure information for individuals is available at the Minnesota Professional Education Licensing and Standards Board (PELSB) [License Lookup webpage](#).

Authorizer Evaluation Information – Form 3

Provide information for individuals employed, contracted or otherwise engaged by the authorizing organization who reviewed, processed (e.g., data collection, review compilation) and made a formal decision on the new charter school application.

Name	Phone Number	Email Address	Role with Organization (e.g., employee, contractor, board member)	Role with Evaluation (e.g., reviewer, processing, decision-making)

Discuss any real, potential or perceived conflicts of interest between the school founders (Form 2) and the authorizing organization, including the individuals provided above. If any real, potential or perceived conflicts were identified, discuss how the conflicts were mitigated or otherwise addressed.

New School Affidavit Assurance and Certification – Form 4

Name of Authorizer:

Name of New Charter School: _____

The following assurance is made to the commissioner of the Minnesota Department of Education:

The authorizer and charter school shall comply with all applicable federal, state, and local laws, ordinances, rules, regulations, and provisions governing the authorization and operation of a charter school in Minnesota. If approved, the authorizer and charter school shall implement the new charter school according to the terms and conditions of the commissioner's approval of the new school affidavit.

Certification: By signing below, we hereby agree to fully comply with the above assurance.

Authorizer's Identified Official with Authority

(Provide the signature, name and title of person with legal authority to certify on behalf of the authorizer.)

Signature:

Name: _____

Title: _____

Date: _____

School's Identified Official with Authority

(Provide the signature, name and title of person with legal authority to certify on behalf of the charter school, usually the chair/president of the school's board of directors.)

Signature: _____

Name: _____

Title: _____

Date: _____

Authorizer Assurances – Form 5

Assurances for Charter Schools and Authorizers Relating to Leases with Sectarian Organizations and Other Matters Regarding the Accommodation of Religion in Public Schools

1. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.13, subd. 1 and Minn. Stat. § 124E.03, subd. 2(a), requiring that, if the school leases from a sectarian organization:
 - a. The students will be screened from any religious activities occurring on the property.
 - b. The school will fully disclose the involvement of any school directors, administrators, or teachers in the sectarian organization.
 - c. The school will fully disclose any telephone or fax numbers, email addresses, employer identification numbers, and employees shared with the sectarian organization.
 - d. The school will fully identify and describe any activities by the sectarian organization in support of the school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.
2. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat § 124E.06, subd. 3(b):
 - a. Requiring the maintenance of nonsectarian school facilities such that there are no religious texts, symbols, quotations, or objects displayed in school facilities on school days.
 - b. Requiring equal treatment of and access to all religions.
 - c. Requiring a policy allowing equal access to all groups for religious or other activities during non-instructional time and that such access otherwise complies with Minn. Stat. § 124E.06, subd. 3(b).
 - d. Removing itself from religious activities including recruiting employees, parents or other volunteers for such activities.
 - e. Requiring that, if instituted, a school dress code does not promote religion or particular religious customs and does not restrict opportunity to participate in school activities.
3. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.03, subd. 2, requiring that the food served satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with applicable law.
4. I assure that _____ (authorizer) will oversee _____'s (charter school) with compliance with Minn. Stat. § 124E.03, subd. 5, and the state data practices law, including allowance for staff members to report unethical or fraudulent actions in the workplace.
5. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.11, requiring that if oversubscribed, a lottery be conducted for admission to the school that does not select students based on religious preference, and that the lottery otherwise complies with applicable law.

Authorizer's Identified Official with Authority

(Provide the name, title, and signature of person with legal authority to certify on behalf of the authorizer.)

Signature: _____

Name: _____

Title: _____

Date: _____

Bethel University Education Department NEW CHARTER SCHOOL ASSESSMENT RUBRICS

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University assesses four major areas when considering new charter schools: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Additional requirements for new charters include completion of the Ready-to-Open checklist and Ready-to-Open meeting.

Indicators

Accountability Categories:

- Academic and Education Program
- Fiscal Management - Budget and Finances
- Governance and Leadership
- Operations and Legal Compliance

Measures	Metrics	Evidence from application	Score
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Scores will be based on the following:

☐ Exceeds standard

The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to all application elements. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. No weaknesses are present.

☐ Meets standard

The response addresses application elements in most areas and strengths outweigh weaknesses. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.

☐ Does not meet standard

The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.

Has the applicant submitted this application with another authorizer? ☐ no ☐ yes
If yes, authorizer and date submitted.

Executive Summary			
Measures	Metrics	Evidence from application	Score
Forms and Attachments	Forms are complete: <ul style="list-style-type: none"> • MDE Forms 1,2,4 • Conflict of Interest forms for all board members and school leaders • Background checks for all board members and school leaders • Addendum items <ul style="list-style-type: none"> • Notice to School District: Attach a copy of the notification letter(s) the charter school developer or authorizer sent to the school district(s) in which the new charter school proposes to locate. Applicants are encouraged to notify a school district at least 15 business days before an affidavit is submitted to MDE 		
Mission and Vision	Mission and vision statements are inclusive, sound, and viable.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Statute	The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

	adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.		
School Location	School location including program model, grades served and student enrollment is identified, need for the school is demonstrated, and includes evidence of demand for the school from multiple sources.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Need	<p>“Need” means the reasons the proposed school is necessary in the community to be served. Need can be demonstrated by, for example, describing why existing school options in the community are insufficient or inadequate.</p>	<p><i>Please submit source documentation for the affidavit providing evidence of demand for the proposed school in the community to be served to support projected enrollment. Examples include, but are not limited to sign-in sheets or attendance lists from informational meetings or listening sessions, signed petition forms in support of the proposed school, and completed surveys from prospective families.</i></p>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Demand	<p>“Demand” means the desire of prospective families to enroll their children in the proposed school’s education program. Demand can be evidenced by, for example, feedback from listening sessions or survey results from prospective families.</p>	<p><i>Please submit source documentation for the affidavit providing evidence of demand for the proposed school in the community to be served to support projected enrollment. Examples include, but are not limited to sign-in sheets or attendance lists from informational meetings or listening sessions, signed petition forms in support of the proposed school, and completed surveys from prospective families.</i></p>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Educational Philosophy	Application includes a mission-aligned educational philosophy and instructional approach that addresses innovation, and presents clear plans to improve student academic achievement.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
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Academic and Education Program			
Measures	Metrics	Evidence from application	Score
Educational Program	<p>The curriculum and instructional practices to be used.</p> <p>Application indicates if the new charter school is/not planning to incorporate:</p> <ul style="list-style-type: none"> Digital, online, hybrid or blended learning; and/or Project-based learning; and/or Work-based learning. 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Academic Compliance	<p>Academic program will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act</p> <p>Plans that address special populations, not limited to:</p> <ul style="list-style-type: none"> Limited English Proficiency Gifted-Talented At-Risk 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
School Culture	Includes a comprehensive plan for developing school culture and discipline	<i>Please submit extra-curricular program offerings planned.</i>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
School Calendar	Targeted open date, school calendar, and schedule provide sufficient opportunity to effectively deliver the proposed educational program and meet state requirements.	<i>Please submit a description of a student's "typical day" experience and an example of the school's proposed daily/weekly schedule and yearly calendar including total annual instructional hours.</i>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Assessments	<p>Assessments will address the expectations of a high-quality charter school (academic proficiency, school-to-work success rates, and/or graduation rate)</p> <p>Student performance expectations with specific academic and non-academic outcomes in SMART goal format.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	<p>Includes plans to address:</p> <ul style="list-style-type: none"> Kindergarten enrollment preference Plan and capacity to provide the Early Childhood Screening (if applicable)? And a plan to complete screening within 90 days of enrollment Plan for a Comprehensive Child Assessment Plan for intentional instructional practices that are aligned with the state early childhood learning standards and kindergarten standards Kindergarten Transition plan 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Fiscal Management - Budget and Finances			
Measures	Metrics	Evidence from application	Score
Budget Forecasts	<p>Plan includes two scenarios for five-year budget forecast that address all requirements on application including:</p> <ul style="list-style-type: none"> aligns and supports the narrative and educational program described addresses start-up school operations and sustainability after opening 	<p>Please indicate if the school intends to:</p> <p>1. apply for federal Charter School Program (CSP) grant funds, the financial plan should</p>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

		<p>include contingencies if CSP funds are not awarded.</p> <p>2. include an instructional preschool or prekindergarten program, describe the school's plans to fund the program. Indicate whether the program is free to all participants or fee-based. If fee-based, include the fee structure that will be used. If applicable, describe the school's intent to pursue a Minnesota Parent Aware rating through the Accelerated Pathway for the early learning program and other possible funding sources to sustain the program if available, such as Early Learning Scholarships, Voluntary Prekindergarten or School Readiness Plus, and Title I.</p>	
Enrollment	<p>Application includes two enrollment scenarios</p> <p>Application is based on conservative enrollment forecasts</p> <p>Application includes a table that indicates grade levels and total number of students to be served when fully operational. grade levels and total number of students to be served when fully operational.</p>	<p><i>Please submit a table that indicates the number of students expected to attend the charter school each year by grade level. Add rows with estimates /projections for each year as necessary until projected maximum enrollment is achieved.</i></p>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Audits	<p>Application includes plans to engage competent and well-known CPA and Audit firms</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Finance Governance	<p>Identified staff, faculty, and board members, accountable for the financial integrity of the school, have experience and expertise.</p> <p>Application addresses a plan for budget forecasting, approval and monitoring.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Fund Balance	<p>Application addresses and plans for a significant fund balance (at least 20%)</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	<p>Application addresses funding for early learning, indicating if the program will be free or fee-based</p> <p>Application provides evidence that there adequate funding for the early learning program</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Governance and Leadership			
Measures	Metrics	Evidence from application	Score
Leadership Model	The board governance model/board composition supports the mission of the school.	<ul style="list-style-type: none"> Charter contact list For those listed on the Charter contact list - resumes, conflict of interest forms, and background checks 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Leadership Expertise	The leadership group includes people with appropriate expertise in education, administration, finance, and charter school start-ups.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Leadership Capacity	The leadership group has the capacity to oversee the implementation of the academic program, management of public funds; and be in compliance with legal obligations.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Policy Development	Application demonstrates a plan to develop a policy to ensure the board governs the charter public school in compliance with federal, state and charter requirements.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Management: Leadership plans	School management and leadership plans are viable and will allow the school to meet academic and financial goals.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Management: Financial	Application includes a board oversight plan that develops and approves a budget, monitors the financial condition of the school, and selects and approves financial managers and the auditor.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Operations and Legal Compliance			
Measures	Metrics	Evidence from application	Score
Policies	Application includes the school's proposed lottery and admissions policies and a crosswalk documenting alignment to MN Statute.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Facility	<p>Application includes intended location and a completed facility needs assessment (market analysis including neighboring school performance)</p> <p>Potential facility meets the short-term academic needs while being financially viable.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Transportation	<p>Application includes a completed transportation needs assessment.</p> <p>Transportation plan is fiscally sound and meets the needs of the school's academic program.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Legal Compliance	<p>Application demonstrates a plan to develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	<p>Application demonstrates plan address the school's plans to coordinate with Relevant Community-Based Services</p> <p>Application includes a plan to ensure compliance with Staff Ratios and Licensure</p> <p>Application describes the school's plan address teacher content knowledge in early childhood curriculum content, assessment, and instruction</p> <p>Application includes an early learning professional development plan to address curriculum content, assessment, and instruction</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

NEW CHARTER SCHOOL ASSESSMENT SUMMARY

Charter School:	Assessment date:
Conflict of Interest: <input type="checkbox"/> Forms completed and included in application.	Conflict of Interest: <input type="checkbox"/> Forms completed prior to review.
Charter School Board and Leadership:	Reviewed by:
	Approved for: <input type="checkbox"/> Expansion <input type="checkbox"/> Transfer/Mutual Non-renewal, New Contract length _____ years <input type="checkbox"/> Renewal, New Contract length _____ years

Indicators	Goals met and Comments (from above)
Academic and Education Program (performance as listed in each school's contract)	
Fiscal Management - Budget and Finance	
Governance and Leadership	
Operations and Legal Compliance	
Performance Improvement Plan with timeline:	
Completed performance improvement plan: <input type="checkbox"/> Date:	
Contract: <input type="checkbox"/> Negotiations, Date completed: <input type="checkbox"/> Board approved, Date completed: <input type="checkbox"/> Submitted to MDE, Date completed:	

- ☐ MDE response, Date and decision:
- ☐ Revisions to MDE (if applicable), Date:
- ☐ MDE response, Date and decision:

Ready to Open Task List

Bethel University Education Department NEW CHARTER | READY TO OPEN TASK LIST

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University assesses four major areas when considering new charter schools: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance for monitoring and addressing Ready to Open status.

Academic and Educational Program					Completion Dates		Review	
Task #	Task	Responsible Party	Resources Needed	Status/Progress	Targeted	Actual	Internal Review	Authorizer Review
	Develop scope and sequence of learning outcomes							
	Create a matrix of curriculum resource options to make informed decision							
	Purchase curriculum materials							
	Identify instructional strategies the school will use to achieve academic goals							
	Identify and plan for any curricular staff development needs							
	Identify and purchase appropriate standardized assessments							
	Develop curriculum based measures to track progress toward academic goals							

	School Culture							
	Develop a student handbook							
	Develop a school disciplinary policy that is compliant with the MN Pupil Fair Dismissal Act							
	Train staff in implementation of discipline policy, student conduct							
	Develop an intake process for students and families							
	Special Education							
	Identify and hire Special Education Director							
	Identify and hire Special Education Teacher							
	Assign an interim board member to make sure Special Education Assurances checklist is fulfilled							
	Identify contractors for supplemental services (speech, psychologist, etc.)							
	Identify staff member to learn EDRS to ensure flow of Special Education funding							
	Identify staff member responsible for Special Education record keeping procedures and district bill-back							
	Create a system for identifying special needs students							

Fiscal Management - Budget and Finance					Completion Dates		Review	
Task #	Task	Responsible Party	Resources Needed	Status/Progress	Targeted Completion	Actual Completion	Internal Review	Authorizer Review
	Create a comprehensive business plan which includes a 5 year budget projection and 5 year market analysis							
	Identify potential board members with a financial background							
	Complete MDE Checklist items							
	Establish relationship, open account with local banking institution							
	Refine planning grant budget if nec.							
	Designate financial manager for school							
	Hire auditor							
	Identify check writers and signers							
	Establish separation of duties							
	Develop internal controls and fiscal policies							
	Establish staff benefits							
	Develop and monitor cash flow plan							
	Acquire forms (purchase orders, etc.)							
	Schedule monthly board financial reviews							

Governance and Leadership					Completion Dates		Review	
Task #	Task	Responsible Party	Resources Needed	Status/Progress	Targeted Completion	Actual Completion	Internal Review	Authorizer Review
	Ensure that contract meets 124E.10 CHARTER CONTRACT requirements							
	Determine governance structure							
	Recruit board members with specific expertise (law, finance, real estate)							
	Develop by-laws (MACS provides free legal assistance)							
	Define committees and write descriptions							
	Distinguish roles and responsibilities of board							
	Develop job description for Board of Directors and Officers							
	Develop a board manual							
	Establish a board calendar							
	Completed statutory board training for all board members on-going training plan							
	Implement statutory required policies and plan for annual review							
	Define communication methods to school leaders, staff, and community							

	Identify legal status, tax-exempt status (file for 501c3 status)							
	Obtain board liability insurance (Directors and Officers)							
	Perform board self-evaluation							
	Plan for transition of permanent board							
	Review public meetings law							

Operations and Legal Compliance					Completion Dates		Review	
Task #	Task	Responsible Party	Resources Needed	Status/Progress	Targeted Completion	Actual Completion	Internal Review	Authorizer Review
	Ensure that contract meets 124E.10 CHARTER CONTRACT requirements							
	Determine governance structure							
	Recruit board members with specific expertise (law, finance, real estate)							
	Develop by-laws							
	Define committees and write descriptions							
	Distinguish roles and responsibilities of board							
	Develop job description for Board of Directors and Officers							
	Develop a board manual							
	Establish a board calendar							

	Define communication methods to school leaders, staff, and community							
	Identify legal status, tax-exempt status (file for 501c3 status)							
	Obtain board liability insurance (Directors and Officers)							
	Perform board self-evaluation							
	Plan for transition of permanent board							
	Review public meetings law							
	Review MN charter school law							
	Review civil rights/equity issues							
	Develop a health and safety policy handbook							
	Set date, prior to opening, to participate in administrative review and goal setting exercise with BU							
	Facilities							
	Conduct needs assessment							
	Identify options							
	Evaluate/inspect potential sites							
	Review codes/ordinances/regulations							
	Obtain resources for financing a facility							
	Select site, consider expansion potential							
	Consider how the facility supports the curriculum							

	Acquire site							
	Enlist facility design help							
	Consult with MDE on lease aid							
	Address building security issues							
	Secure build-out financing							
	Secure rates for second term of lease							
	Make necessary repairs/installations							
	Arrange for custodial/maintenance services, if needed							
	Establish insurance policies							
	Marketing and Relations							
	Create a marketing committee							
	Develop a marketing plan							
	Identify strategies to deal with external controversy/internal conflict							
	Develop appropriate communications materials (brochures, newsletters)							
	Identify community events at which to market the school							
	Consider hiring a marketing coordinator							
	Make parent/community involvement opportunities available							
	Identify strategies to recruit a diverse student body (community groups, etc.)							
	Implement strategies to avoid burnout							

	Identify potential partners in the community, develop plan to build relationships							
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Bethel University Education Department

NEW CHARTER | READY TO OPEN SITE VISIT

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University assesses four major areas when considering new charter schools: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance for monitoring and addressing Ready to Open status.

The Ready to Open site visit will be held at the school and will include a brief tour of the school facility and an interview to discuss the school's progress. School leadership and board members will have an opportunity to demonstrate fulfillment of the Ready to Open requirements listed and documented in the **New Charter Ready to Open Task List**.

The following are required to participate in the Ready to Open meeting:

- Bethel Charter Liaison
- Board chair and treasurer, Financial manager, School leader, Operations manager/Start-up Coordinator (if applicable).

The following may participate in the Ready to Open meeting:

- Bethel Charter Oversight Committee members as applicable
- Additional board members. Please consider quorum and Open Meeting Law requirements

The Ready-to-Open meeting usually occurs 6-8 weeks prior to the start of the school's first operational year. The significance of the meeting is that the opening of the school may be postponed by one year in accordance with Minnesota Statute 124E.06, Subd. 3(h).

Ready to Open Final Determination

The Bethel Charter Liaison will issue a written statement of Readiness to Open within two weeks of the Ready to Open meeting. Schools unable to satisfy all criteria after this period will be allowed to open no sooner than the start of the following academic year, contingent on satisfaction of Ready to Open indicators at that time.

Additionally, Bethel reserves the right to terminate the charter with the founding board at the time of the Ready to Open Final Determination if it is clear that significant deficiencies exist and raise significant concerns about the viability of the program. Those concerns and deficiencies will be outlined in the Final Determination correspondence.

INDICATOR	METRIC	TARGETED COMPLETION
ACADEMIC AND EDUCATIONAL PROGRAM	Enrollment is sufficient to allow for financial viability and programmatic integrity. (Database of interested students/families that is 125% of budgeted enrollment)	May 1
	75% of projected budgeted students officially enrolled	June 1
	Learning program elements are in place for meeting the mission of the school including curriculum scope and sequence, all necessary material and classrooms.	July 1
	125% of projected budgeted students officially enrolled	July 1
BUDGET AND FINANCE	Funding is prepared to flow from the state to the school in all of the areas below: i. Lease aid ii. SERVS iii. EDRS iv. UFARS v. PERA/TRA set up vi. Direct deposit for funds set up vii. Title 1 app in if applicable viii. MARSS ix. Food service plan x. CSP grant items xi. 501(c)(3)	July 1
GOVERNANCE AND LEADERSHIP	Board governance is compliant with law, including completed mandatory training, and required board policies, procedures, and bylaws are in place and approved by the board	June 1
OPERATIONS AND LEGAL COMPLIANCE	Appropriate school site has been acquired, the lease has been reviewed (no concerns) and signed.	March 1
	School Leader (Executive Director) identified/ hired	March 1
	Transportation plan is in place and viable.	July 1
	Additional staff and majority of teachers have been hired including an appropriately-licensed special education director	July 1

Bethel University | Education Department

EXPANSION (Early Learning/Grades/Site) APPLICATION

Bethel University authorized charter schools to add early learning, grade levels, or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner.

Per Minnesota Statutes, section 124E.06, subdivisions 5(a) and (b):

(a) A charter school may apply to the authorizer to amend the school charter to add grades or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner. After approving the school's application, the authorizer shall submit a supplemental affidavit in the form and manner prescribed by the commissioner. The authorizer must file a supplemental affidavit to the commissioner by October 1 to be eligible to add grades or sites in the next school year. The supplemental affidavit must document to the authorizer's satisfaction:

- 1) the need for the additional grades or sites with supporting long-range enrollment projections;
- 2) a longitudinal record of student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer;
- 3) a history of sound school finances and a plan to add grades or sites that sustain the school's finances; and
- 4) board capacity to administer and manage the additional grades or sites.

(b) The commissioner shall have 30 business days to review and comment on the supplemental affidavit. The commissioner shall notify the authorizer in writing of any deficiencies in the supplemental affidavit and the authorizer then has 20 business days to address any deficiencies in the supplemental affidavit to the commissioner's satisfaction. The commissioner must notify the authorizer of final approval or final disapproval within 15 business days after receiving the authorizer's response to the deficiencies in the affidavit. The school may not add grades or sites until the commissioner has approved the supplemental affidavit. The commissioner's approval or disapproval of a supplemental affidavit is final.

With consideration of ESEA of 1965 amended for ESSA 4310

(8) HIGH-QUALITY CHARTER SCHOOL.—The term “high-quality charter school” means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

(C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(9) REPLICATE.—The term “replicate”, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program successful and can it be sustained with expansion?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization and can it support expansion?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?
Reflection	Does the school recognize where growth is most essential? Does the school have realistic and attainable goals for the future?

APPLICATIONS INSTRUCTIONS AND FORMATTING

Please submit one hard copy and one electronic copy. Both applications must be received by the deadline in order for the application to be considered. Incomplete applications will not be accepted. Receipt of complete applications will be confirmed by email.

- Paper and digital copies may be submitted to Bethel at any time. Note: The review and evaluation process can take up to 6 months and the affidavit must be filed by Oct 1 in order to complete the expansion by the following academic year.
- **Hard copy and one jump drive** containing an electronic copy in a single file (PDF or Google docs format) to:
Bethel University - Education Department Charter Liaison
3900 Bethel Drive
St Paul, MN 55112
- **Electronic copy** (PDF or Google docs format) should be sent to:
heather-ross@bethel.edu

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.
- Any sources used must be credited and cited appropriately.

The Charter School Expansion Supplemental affidavit consists of:

Part A – Forms and Assurances:

- Supplemental Affidavit Cover Sheet – Form 1
- Authorizer Evaluation Information – Form 2
- Supplemental Affidavit Assurance and Certification – Form 3
- Authorizer Assurances – Form 4

Part B: School Expansion Documentation

Part C – Authorizer's Review Process*Part D – Authorizer Monitoring and Oversight*

Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; (if applicable)

Part F - Early Childhood Health and Developmental Screening (if applicable)

** Parts C and D are completed by the Authorizer*

Please provide a detailed narrative to address each of the following sections and prompts. Applications may use the Application Template provided in the Bethel Charter School Handbook Appendix.

EXECUTIVE SUMMARY

Please provide a detailed narrative highlighting the school's accomplishments over the past three school years/fiscal years of operation that addresses the items below and a rationale for the school's expansion illustrating where growth is most essential and provide evidence of need. Address how the expansion project will impact goal achievement, the functioning and performance of all school systems, and will achieve long-range enrollment projections. Address additional sites, if applicable.

1. The school's broadly inclusive mission statement.
2. The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1.
3. The proposed location, if applicable, including additional grades served and projected student enrollment.
 - a. Demonstration of need for the additional grades/sites in the community to be served.
 - i. "Need" means the reasons the proposed additional grades/sites is necessary in the community to be served. Need can be demonstrated by, for example, describing why existing school options in the community are insufficient or inadequate.
 - b. Evidence of demand for the proposed expansion in the community to be served.

- i. “Demand” means the desire of current/prospective families to enroll their children in the school’s expanded education program. Demand can be evidenced by, for example, feedback from listening sessions or survey results from prospective families.
4. The educational philosophy and instructional approach, including any innovative approaches, how this school plans to improve all pupil learning and all student achievement meeting or exceeding the outcomes adopted by the MDE, and whose needs are currently not being met in the community. [Indicate which of the MN Fed. CSP goals the proposed school intends to meet, if applicable.]

Evidence to submit:

- Enrollment demographics for previous 5 years
- Waiting list numbers, evidence of support from families, enrollment statistics from nearby schools to substantiate need
- projected enrollment with/out expansion

ACADEMIC AND EDUCATIONAL PROGRAM

Describe the academic focus and program model and how an expansion will support the development of a high quality charter school. Address how the academic program has been successful and how student learning and student achievement will be sustained with expansion.

1. Describe how the school is successfully implementing the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.
2. Discuss the school’s attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
3. Describe the school's current challenges and how those are being addressed.
4. Discuss how the expansion will allow the school to meet future goals.
5. Provide a summary of the school’s academic accountability and success in meeting its academic goals:
 - a. For school and contract specific academic goals
 - b. For special populations (special education students and English language learners)
 - c. If applicable, high school graduation and college preparation
6. Provide a summary of the school's assessment data:
 - a. Describe how the school uses assessment data to improve instructional effectiveness and student learning.
 - b. Discuss the school’s student attendance and retention rates over the term of the contract.

7. Provide an overview of the school's instructional leadership:
 - a. Describe how does the school's leadership supports teacher performance (in content and pedagogy)
 - b. Describe how does the school's leadership assess the instructional practices of staff
8. Describe how the expansion will affect staffing needs, including the need to hire additional teachers, managers and support staff.

Evidence to submit:

- A longitudinal record of student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer.
- Any areas of low performance or growth should be explained along with the school's plans to address student performance/growth in these areas.
- Assessment results other than state assessment tests

Early Learning (if applicable):

- Plan to address kindergarten enrollment preference
- plan to address the school's plan and capacity to provide the Early Childhood Screening (if applicable) And a plan to complete screening within 90 days of enrollment
- Plan to address the school's plan for a Comprehensive Child Assessment
- Plan to include instructional practices that are aligned with the state early childhood learning standards and kindergarten standards
- Plan to address Kindergarten Transition

FISCAL MANAGEMENT - BUDGET AND FINANCES

Describe the school's current financial situation, how an expansion will impact the budget, and the short and long-term financial plans to support expansion.

1. Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss how the expansion will allow the school to meet future goals.
4. Discuss the results of the school's financial audits and any findings.
5. Summarize any financial awards received by the school.
6. Describe the school's budget process and how it ensures:
 - a. a balanced budget
 - b. a minimum 20% fund balance
 - c. positive cash flow projections

- d. discuss potential changes to staffing, food service, transportation and other expansion-related services in terms of the financial impact
7. Describe the school's financial governance structure and how it ensures:
 - a. appropriate controls and procedures for the management of financial resources
 - b. the school board appropriately oversees the school's financials
 - c. the school's ability to meet reporting expectations of the authorizer and state and federal agencies.
 - d. describe anticipated changes resulting from the proposed expansion, including but not limited to potential changes to staffing and contracted services in terms of financial oversight

Evidence to submit:

- Facilities expansion plan included in 5-year budget projections (with and without the proposed expansion).
- External audits for the last three years and if applicable, the school's response to the findings (e.g., corrective action plans).
- Current budget with fund balance listed (in annual dollar amount and annual percentage over several years) and analysis of fund balance history
- Analysis showing the school's multi-year cash flow projections/trends

Early Learning (if applicable):

- Is the program free or fee-based? If fee-based, include the fee structure that will be used.
- Indicate if the school's intent to pursue a Minnesota Parent Aware rating and associated funding
- Is there adequate funding for the early learning program?

GOVERNANCE AND LEADERSHIP

Describe the governance and leadership plan and how it will be faithful to and support the stated mission, goals and objectives with an expansion.

1. Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the oversight and governance plan to administer and manage the additional grades or sites and how this will allow the school to meet future goals.
4. Describe the board's capacity to administer and manage the additional grades/sites and describe potential changes to support the expansion
5. Discuss the board's role and potential changes to:
 - a. short and long-term strategic planning
 - b. communication with stakeholders

- c. review and adherence to bylaws and policies
 - d. evaluating the performance of the Executive Director
 - e. measuring student/family and teacher/staff satisfaction
 - f. assessing and addressing issues with facility and learning environment
6. Summarize compliance with current MN Statute and how this will be sustained with an expansion

Evidence to submit:

- Resumes for school leadership and current board members
- Board Minutes from the last 12 months
- Describe any plans to increase the board's capacity resulting from the proposed expansion.
- Annual Reports for the last 3 years
- Current strategic plan
- Facility options considered (if applicable)

Early Learning (if applicable):

- early learning professional development plan to address curriculum content, assessment, and instruction

OPERATIONS AND LEGAL COMPLIANCE

Describe the operations and legal compliance plan and how it will ensure fulfilling the terms of the charter contract.

1. Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the operations and legal compliance plan to administer and manage the additional grades or sites and how this will allow the school to meet the terms of the charter contract.
4. Describe how the expansion will affect the school's overall facilities plan and comply with health and safety regulations. Identify the potential location and a brief analysis of potential changes to staffing, food service, transportation and other expansion-related services in terms of operational impact.
5. Discuss the school's systems and controls that ensure compliance with legal and charter requirements.

Evidence to submit:

- Annual Reports for the last 3 years
- Current strategic plan
- Facility options considered (if applicable)

Early Learning (if applicable):

- Plan to address the school's plans to coordinate with Relevant Community-Based Services
- Plan to ensure compliance with Early Learning Staff Ratios and Licensure
- Plan to address teacher content knowledge in early childhood curriculum content, assessment, and instruction

EARLY LEARNING (Instructional Preschool or Prekindergarten; if applicable)

Provide a brief summary that addresses each area, if not specifically addressed in the sections above:

Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

(I) Comprehensive Child Assessment: Assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.

1. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR), Teaching Strategies Gold, or Work Sampling System.
 - a. The assessment must be used at least at program entrance and program exit.
 - b. At a minimum, the comprehensive assessment should measure children's progress in the domains of language, literacy, and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.
 - c. The child assessment should be one [approved by Minnesota Parent Aware](#). It must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive.
 - d. The comprehensive child assessment must align with [Minnesota's Early Childhood Indicators of Progress–Minnesota's Early Learning Standards](#), Revised 2017.
2. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.
3. Describe how families are involved in the assessment process throughout the year.
4. Describe how assessment results are shared between the early learning and kindergarten staff in order to maximize the building of a coherent system between early learning and kindergarten.
5. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.

(II) Intentional Instructional Practice: Provide intentional instructional practice aligned with [Minnesota's Early Childhood Indicators of Progress \(ECIPs\) – Minnesota's Early Learning Standards](#) and [Minnesota's Kindergarten Academic Standards](#). Instructional practices must be based on early childhood research and professional practice focused on children's cognitive, social, emotional and physical skills and development that prepare children for the transition to kindergarten, including early literacy skills.

1. Describe how program content and intentional instructional practices are aligned with Minnesota's ECIPs. The school should consider using a [Minnesota Parent Aware aligned curricula](#).
2. Briefly describe the curriculum used in the early learning program, such as High Scope Preschool Curriculum or Opening the World of Learning (OWL).
3. Indicate how the ECIPs are incorporated into the program based on the age of children participating in the early learning program.
4. Provide an overview of instructional practice to support children's early literacy skills development.
5. Describe a balance of child-initiated learning and teacher-directed pedagogies appropriate for young children's development and interests.
6. Provide a brief overview of the program's early learning approaches (such as use of project-based learning, inquiry-based learning, learning centers, interactive learning, and play-based learning).

(III) Kindergarten Transition: Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

1. Briefly describe the program plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten. The transition plan should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
2. Describe how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.
3. Describe strategies to engage families in meaningful ways to support their children's learning throughout the transition into the kindergarten year beyond one-time events.
4. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.
5. If a free program, indicate if the charter school will provide enrollment preference to kindergarten for students participating in the early learning program as allowed by [Minnesota Statutes, section 124E.11\(c\)](#).

(IV) Community-Based Services: Coordinate relevant services and programs with community organizations.

1. Provide a brief description of how the program coordinates with community organizations and how those resources are shared with families.

- a. Coordination may include referrals to community programs based on child needs, such as local public health organizations, social services, mental health services, or other early learning or child care programs.
 - b. The coordination with community-based services should reflect the needs of the children participating in the early learning program.
 - c. The community-based services utilized should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
2. Describe how information about community-based services can be made available to families using a variety of strategies, such as family advocates, school-home liaisons, parenting educators, social media, and informal school events.

(V) Staff Ratios and Licensure: Ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the staff being supervised by a licensed early childhood teacher.

1. Briefly describe how the early learning program is provided and how ratios and group size are provided to ensure a high-quality early learning program.
2. For each prekindergarten and preschool instructional class, describe staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas. MDE may require the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired.

(VI) Teacher Content Knowledge: Ensure teachers are knowledgeable in early childhood curriculum content, assessment and instruction.

1. Describe licensed staff training/professional development specific to early learning curriculum, instructional practices and assessment that has been completed in the past five years. If this information is not available at the time of submission, please indicate anticipated teacher knowledge in early childhood curriculum content, assessment and instruction. MDE may require the school to submit evidence of teacher knowledge in early childhood curriculum content, assessment and instruction when staff is hired.

(VII) Completion of Early Childhood Screening: Ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes, sections [121A.16](#) to [121A.19](#).

1. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or comparable screening from a health care provider (such as Child and Teen Checkups through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.

(Please note: It is not necessary for the charter school to provide early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children's learning.)

2. Provide a plan for those children who do not successfully complete early childhood screening including how referrals will be made.

Early Childhood Health and Developmental Screening (if applicable)

(I) Describe the school's plan and capacity to provide the early childhood screening program in accordance with Minnesota Statutes, sections [121A.16](#) to [121A.19](#) and Minnesota Rules [3530.3000](#), [3530.3300](#), and [3530.3400](#).

1. In discussing the school's plan and capacity to provide an early childhood screening program, describe how the school will meet MDE accountability requirements for data submission in accordance with [Minnesota Statutes, section 121A.17](#). This includes the establishment of the MARSS Preschool Screening (PS) Record and the annual data submission to MDE Early Learning Services for children receiving the early childhood screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization.

(Please note: The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. More detail on establishing the MARSS PS Record is described in [MARSS Procedure 26](#).)

Addendum

- Completed and signed Conflicts of Interest forms
- Completed background checks (if applicable and provided by the applicants)

Supplemental Affidavit Cover Sheet – Form 1

Name of Authorizer:

Name of Charter School:

LEA Number of Charter School:

Authorizer Main Contact Information:

(Name, title, email address, phone number, and mailing address)

School Main Contact Information:

(Name, title, email address, phone number, and mailing address)

Date of Proposed Expansion Opening:

(Month, day, and year; if planned in stages, describe)

Type of Expansion

Check all that apply:

- ☐ Expand to add **additional primary enrollment sites** beyond those defined in the original affidavit approved by the commissioner or any previously approved supplemental affidavit.

Address/location of proposed site:

Specify grades/programs to be served at proposed site:

- ☐ Expand to serve **additional grades**.

Grades presently served:

Current student enrollment:

Grades served if expansion approved:

Additional students to be served annually if expansion approved:

Does this expansion incorporate **digital, online, hybrid, or blended learning**?

___ Yes ___ No

If yes, an additional application and approval from MDE Online Learning may be required —

Contact mde.onlinelearning@state.mn.us for more information.

Does this expansion incorporate **project-based learning**?
contact

___ Yes ___ No

If yes, an additional application is required — contact sally.reynolds@state.mn.us for more information.

Does this expansion incorporate **work-based learning**?

___ Yes ___ No

If yes, an additional application may be required — contact mde.cte@state.mn.us for more information.

Does the expansion include an **Early Learning Program**?

___ Yes ___ No

(If yes, check all that apply below.)

- ☐ **Instructional Preschool Program** to provide early childhood education and preparation for transition to kindergarten for children ages 3-5

Anticipated size of instructional preschool program:

(enter estimated number of children to be served annually)

- ☐ **Instructional Prekindergarten Program** for four-year-olds to prepare children for entry into kindergarten the following year

Anticipated size of instructional prekindergarten program:

(enter estimated number of children to be served annually)

- ☐ **Early Childhood Health and Developmental Screening Program**

Authorizer Evaluation Information – Form 2

Provide information for individuals employed, contracted or otherwise engaged by the authorizing organization who reviewed, processed (e.g., data collection, review compilation) and made a formal decision on the charter school expansion application.

Name	Phone Number	Email Address	Role with Organization (e.g., employee, contractor, board member)	Role with Evaluation (e.g., reviewer, processing, decision-maker)

Discuss any real, potential or perceived conflicts of interest between the applicant (e.g., charter school board of directors and school leadership) and the authorizing organization, including the individuals provided above. If any real, potential or perceived conflicts were identified, discuss how the conflicts were mitigated or otherwise addressed.

Supplemental Affidavit Assurance and Certification – Form 3

Name of Authorizer: _____

Name of New Charter School: _____

LEA Number of Charter School: _____

The following assurance is made to the commissioner of the Minnesota Department of Education:

The authorizer and charter school shall comply with all applicable federal, state, and local laws, ordinances, rules, regulations, and provisions governing the authorization and operation of a charter school in Minnesota. If approved, the authorizer and charter school shall implement the charter school expansion according to the terms and conditions of the commissioner's approval of the supplemental affidavit.

Certification: By signing below, we hereby agree to fully comply with the above assurance.

Authorizer's Identified Official with Authority

(Provide the name, title, and signature of person with legal authority to certify on behalf of the authorizer.)

Signature: _____

Name: _____

Title: _____

Date: _____

School's Identified Official with Authority

(Provide the name and title, and signature of person with legal authority to certify on behalf of the charter school, usually the chair/president of the school's board of directors.)

Signature: _____

Name: _____

Title: _____

Date: _____

Authorizer Assurances – Form 4

Assurances for Charter Schools and Authorizers Relating to Leases with Sectarian Organizations and Other Matters Regarding the Accommodation of Religion in Public Schools

- I. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.13, subd. 1 and Minn. Stat. § 124E.03, subd. 2(a), requiring that, if the school leases from a sectarian organization:
 - A. The students will be screened from any religious activities occurring on the property.
 - B. The school will fully disclose the involvement of any school directors, administrators, or teachers in the sectarian organization.
 - C. The school will fully disclose any telephone or fax numbers, email addresses, employer identification numbers, and employees shared with the sectarian organization.
 - D. The school will fully identify and describe any activities by the sectarian organization in support of the school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.
- II. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.06, subd. 3(b):
 - A. Requiring the maintenance of nonsectarian school facilities such that there are no religious texts, symbols, quotations, or objects displayed in school facilities on school days.
 - B. Requiring equal treatment of and access to all religions.
 - C. Requiring a policy allowing equal access to all groups for religious or other activities during non-instructional time and that such access otherwise complies with Minn. Stat. § 124E.06, subd. 3(b).
 - D. Removing itself from religious activities including recruiting employees, parents or other volunteers for such activities.
 - E. Requiring that, if instituted, a school dress code does not promote religion or particular religious customs and does not restrict opportunity to participate in school activities.
- III. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.03, subd. 2, requiring that the food served satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with applicable law.
- IV. I assure that _____ (authorizer) will oversee _____'s (charter school) with compliance with Minn. Stat. § 124E.03, subd. 5, and the state data practices law, including allowance for staff members to report unethical or fraudulent actions in the workplace.
- V. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.11, requiring that if oversubscribed, a lottery be conducted for admission to the school that does not select students based on religious preference, and that the lottery otherwise complies with applicable law.

Authorizer's Identified Official with Authority

(Provide the name, title, and signature of person with legal authority to certify on behalf of the authorizer.)

Signature: _____

Name: _____

Title: _____

Date: _____

Bethel University | Education Department

EXPANSION (Early Learning/Grades/Site) APPLICATION

As defined as: add grades or primary enrollment sites beyond those defined in the original affidavit approved by the commissioner

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University holds the schools it authorizes accountable in four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Bethel believes in data-driven accountability and collects data in all areas with the goal of ensuring timely feedback and informed intervention to assure that all students learn at the highest level possible.

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract terms and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories:

- Academic and Education Program (most important factor)
- Fiscal Management - Budget and Finances
- Governance and Leadership
- Operations and Legal Compliance

Measures	Metrics	Evidence	Score
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Scores will be based on the following measures:

☐ Exceeds standard

The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to all application elements. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. No weaknesses are present.

☐ Meets standard

The response addresses application elements in most areas and strengths outweigh weaknesses. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.

☐ **Does not meet standard**

The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.

EXPANSION - GRADES/SITES ASSESSMENT RUBRIC

Executive Summary			
Measures	Metrics	Evidence from application	Score
	Forms are complete: <ul style="list-style-type: none"> • MDE Forms 1, 3 • Conflict of Interest forms for all board members and school leaders • Background checks for all board members and school leaders • Addendum items 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Mission and Vision	Mission and vision statements are inclusive, sound, and viable.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Statute	The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

School Location	The proposed location, if applicable, including additional grades served and projected student enrollment is identified, and the need for the additional grades/sites is demonstrated, and includes evidence of demand for the school's expanded education program from multiple sources.	Please submit: <ul style="list-style-type: none"> • Enrollment demographics for previous 5 years • Waiting list numbers, evidence of support from families, enrollment statistics from nearby schools to substantiate need • projected enrollment with/out expansion 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Need	"Need" means the reasons the additional grades/sites are necessary in the community to be served.	Please submit source documentation for the affidavit providing evidence that additional grades/sites are necessary in the community to support projected enrollment.	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Demand	"Demand" means the desire of prospective families to enroll their children in the additional grades/sites program.	Please submit source documentation for the affidavit providing evidence of demand that additional grades/sites are necessary in the community.	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Educational Philosophy	Application includes a mission-aligned educational philosophy and instructional approach that addresses innovation, and presents clear plans to improve student academic achievement.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Academic and Education Program			
Measures	Metrics	Evidence from application	Score
Overall Academic Performance and Educational Program	Describe how the school is successfully implementing the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.	<p>Must include:</p> <ul style="list-style-type: none"> • a longitudinal record of student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer. • any areas of low performance or growth should be explained along with the school's plans to address student performance/growth in these areas. 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Meeting Contract Goals	Discuss the school's attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Expansion	Discuss how the expansion will allow the school to meet future goals.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Academic Accountability	<p>Provide a summary of the school's academic accountability and success in meeting its academic goals:</p> <ul style="list-style-type: none"> • For school and contract specific academic goals • For special populations (special education students and English language learners) • If applicable, high school graduation and college preparation 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Assessment Data	<p>Provide a summary of the school's assessment data:</p> <ul style="list-style-type: none"> • Describe how the school uses assessment data to improve instructional effectiveness and student learning. • Discuss the school's student attendance and retention rates over the term of the contract. 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Instructional Leadership	<p>Provide an overview of the school's instructional leadership:</p> <ul style="list-style-type: none"> • Describe how does the school's leadership supports teacher performance (in content and pedagogy) • Describe how does the school's leadership assess the instructional practices of staff 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Educational program support	<p>Provide the schools plan to address the effect of the expansion on staffing needs, including the need to hire additional teachers, managers and support staff.</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	<p>Includes plans to address:</p> <ul style="list-style-type: none"> • Kindergarten enrollment preference 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard

	<ul style="list-style-type: none"> Plan and capacity to provide the Early Childhood Screening (if applicable)? And a plan to complete screening within 90 days of enrollment Plan for a Comprehensive Child Assessment Plan for intentional instructional practices that are aligned with the state early childhood learning standards and kindergarten standards Kindergarten Transition plan 		<input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Fiscal Management - Budget and Finance			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	Overall, is the school financially solvent and stable? Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.	Must include: <ul style="list-style-type: none"> Facilities expansion plan included in 5-year budget projections (with and without the proposed expansion). Current budget with fund balance listed (in annual dollar 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

		<p>amount and annual percentage over several years) and analysis of fund balance history</p> <ul style="list-style-type: none"> Analysis the school's multi-year cash flow projections 	
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Expansion	Discuss how the expansion will allow the school to meet future goals.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Audits	Discuss the results of the school's financial audits and any findings.	<ul style="list-style-type: none"> external audits for the last three years and if applicable, the school's response to the findings (e.g., corrective action plans). 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Finance Award			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Budget process	<p>Describe the school's budget process and how it ensures:</p> <ul style="list-style-type: none"> a balanced budget a minimum 20% fund balance positive cash flow projections discuss potential changes to staffing, food service, transportation and other 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

	expansion-related services in terms of the financial impact		
Finance Governance	<p>Describe the school's financial governance structure and how it ensures:</p> <ul style="list-style-type: none"> • appropriate controls and procedures for the management of financial resources • the school board appropriately oversees the school's financials • the school's ability to meet reporting expectations of the authorizer and state and federal agencies. • describe anticipated changes resulting from the proposed expansion, including but not limited to potential changes to staffing and contracted services in terms of financial oversight 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	<p>Application addresses funding for early learning, indicating if the program will be free or fee-based</p> <p>Application provides evidence that there adequate funding for the early learning program</p>	<p>Must include how the program will be funded:</p> <ul style="list-style-type: none"> • free to all participants or fee-based. • if fee-based, include the fee structure that will be used. • the school's intent to pursue a Minnesota Parent Aware rating and associated funding 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard

	<input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
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Governance and Leadership			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.	<ul style="list-style-type: none"> • Resumes for school leadership and current board members • Board Minutes from the last 12 months • Describe any plans to increase the board's capacity resulting from the proposed expansion. • Annual Reports for the last 3 years • Current strategic plan • Facility options considered (if applicable) 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Expansion	Discuss the oversight and governance plan to administer and manage the additional grades or sites and how this will allow the school to meet future goals.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Governance Capacity	<p>Discuss the school's plan to address what changes in capacity may need to be made to the school's current governance and management structure to address the expansion:</p> <ul style="list-style-type: none"> • short and long-term strategic planning • communication with stakeholders • review and adherence to bylaws and policies • evaluating the performance of the Executive Director • measuring student/family and teacher/staff satisfaction • assessing and addressing issues with facility and learning environment 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Compliance	Summarize compliance with current MN Statute and how this will be sustained with an expansion		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Early Learning (if applicable)	early learning professional development plan to address curriculum content, assessment, and instruction		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Operations and Legal Compliance			
Measures	Metrics	Evidence from application	Score

Meeting Contract Goals	<p>Overall, is the school faithful to the terms of its contract?</p> <p>Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.</p>	<p>Must include:</p> <ul style="list-style-type: none"> • Annual Reports for the last 3 years • Current strategic plan • Facility options considered (if applicable) 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Expansion	Discuss the operations and legal compliance plan to administer and manage the additional grades or sites and how this will allow the school to meet the terms of the charter contract.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Facility Plan	Describe how the expansion will affect the school's overall facilities plan and comply with health and safety regulations. Identify the potential location and a brief analysis of potential changes to staffing, food service, transportation and other expansion-related services in terms of operational impact.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Operations	<p>Discuss the school's systems and controls that ensure compliance with legal and charter requirements and address the effect the expansion will have on the school's overall:</p> <ul style="list-style-type: none"> • facilities plan • ability to comply with health and safety regulations 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

	<ul style="list-style-type: none"> • impact on operations, including, but not limited to the school's food service and transportation plans 		
Early Learning (if applicable)	<p>Application demonstrates plan address the school's plans to coordinate with Relevant Community-Based Services</p> <p>Application includes a plan to ensure compliance with Staff Ratios and Licensure</p> <p>Application describes the school's plan address teacher content knowledge in early childhood curriculum content, assessment, and instruction</p> <p>Application includes an early learning professional development plan to address curriculum content, assessment, and instruction</p>		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

EXPANSION (Early Learning/Grades/Site)ASSESSMENT SUMMARY

Charter School:	Assessment date:
Conflict of Interest: <input type="checkbox"/> Forms completed and included in application.	Conflict of Interest: <input type="checkbox"/> Forms completed prior to review.
Charter School Board and Leadership:	Reviewed by:
Contract renewal date:	Approved for: <input type="checkbox"/> Expansion <input type="checkbox"/> Transfer/Mutual Non-renewal, New Contract length _____ years <input type="checkbox"/> Renewal, New Contract length _____ years

Measures	Comments
Overall Academic Performance and Educational Program	
Overall Fiscal Management - Budget and Finance	
Overall Governance and Leadership	
Overall Operations and Legal Compliance	

Suggested Improvement Plan with timeline (if applicable):	
Completed performance improvement plan: <input type="checkbox"/> Date:	
Contract: <ul style="list-style-type: none"> <input type="checkbox"/> Negotiations, Date completed: <input type="checkbox"/> Board approved, Date completed: <input type="checkbox"/> Submitted to MDE, Date completed: <input type="checkbox"/> MDE response, Date and decision: <input type="checkbox"/> Revisions to MDE (if applicable), Date: <input type="checkbox"/> MDE response, Date and decision: 	

Bethel University | Education Department

EARLY CHILDHOOD HEALTH AND DEVELOPMENTAL SCREENING PROGRAM APPLICATION

A charter school may provide an early childhood health and developmental screening program that complies with Minnesota Statutes, sections 121A.16 to 121A.19 governing early childhood screening per Minnesota Statutes, section 124E.03, subdivision 7(b).

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program successful and can it be sustained with expansion?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization and can it support expansion?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

APPLICATIONS INSTRUCTIONS AND FORMATTING

Please submit one hard copy and one electronic copy. Both applications must be received by the deadline in order for the application to be considered. Incomplete applications will not be accepted. Receipt of complete applications will be confirmed by email.

- Paper and digital copies may be submitted to Bethel at any time.
- **Hard copy and one jump drive** containing an electronic copy in a single file (PDF or Google docs format) to:
Bethel University - Education Department Charter Liaison
3900 Bethel Drive
St Paul, MN 55112
- **Electronic copy** (PDF or Google docs format) should be sent to:
heather-ross@bethel.edu

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.

- Any sources used must be credited and cited appropriately.

The request consists of:

Part A – Forms and Assurances:

- Early Childhood Screening Program Request Cover Sheet – Form 1
- Authorizer Evaluation Information – Form 2
- Early Childhood Screening Program Request Assurance and Certification – Form 3
- Authorizer Assurances – Form 4

Part B – Early Childhood Health and Developmental Screening Plan and Capacity

Part C – Authorizer’s Review Process

Part D – Authorizer Monitoring and Oversight

Please provide a detailed narrative to address each of the following sections and prompts. Applications may use the provided Application Template.

EXECUTIVE SUMMARY

Please provide a detailed narrative highlighting the school’s accomplishments over the past three school years/fiscal years of operation (see specific items listed below) and a rationale for the school’s expansion illustrating where growth is most essential and provide evidence of need. Address how the expansion project will impact goal achievement, the functioning and performance of all school systems, and will achieve long-range enrollment projections.

1. The school’s broadly inclusive mission statement.
2. The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1.
3. Overview of the school’s demographics, including the grade levels served and the total student population.
 - a. Demonstration of need for the additional grades/sites in the community to be served.
 - i. “Need” means the reasons the proposed additional grades/sites are necessary in the community to be served. Need can be demonstrated by, for example, describing why existing school options in the community are insufficient or inadequate.
4. The educational philosophy and instructional approach, including any innovative approaches, how this school plans to improve all pupil learning and all student achievement meeting or exceeding the outcomes adopted by the MDE, and whose needs are currently not being met in the community. [Indicate which of the MN Fed. CSP goals the proposed school intends to meet, if applicable.]

Evidence to submit:

- Enrollment demographics for previous 5 years
- Waiting list numbers, evidence of support from families, enrollment statistics from nearby schools to substantiate need
- projected enrollment with/out expansion

ACADEMIC AND EDUCATIONAL PROGRAM

Describe the academic focus and program model and how expansion will support the development of a high quality charter school. Please provide a detailed narrative highlighting the school's *plan and capacity to provide the early childhood screening program in accordance with Minnesota Statutes, sections 121A.16 to 121A.19 and Minnesota Rules, parts 3530.3000, 3530.3300, and 3530.3400.*

1. *Describe the qualified staff who will provide developmental screening. Staff must attend live or virtual/online training by MDE and the Minnesota Department of Health (MDH) for developmental screening as well as Vision and Hearing screening. (More detail on screening training is described on the MDE screening professional learning webpage.)*
2. *Describe how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section 121A.17. This includes the establishment of the MARSS Preschool Screening (PS) Record for screening completed. It also includes the annual data submission to MDE Early Learning Services through Early Childhood Education Outcomes for children receiving the Early Childhood Screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization.*
 - a. *A charter school remains ultimately responsible for services provided through a contractor. The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. (More detail on establishing the MARSS PS Record is described in MARSS Procedure 26). The charter school must also assign MARSS PS records for submissions of screening records from parents that were completed by Head Start, Child and Teen Checkups or clinics, as well as if the parent is a conscientious objector using the registration form. (Please note state aid is not paid for screenings not administered by the school).*
3. *Provide a plan for those children who do not successfully complete early childhood screening including how referrals will be made for medical insurance, early childhood special education or mental health, early learning programs or public health home visiting programs.*
4. *Provide a plan to ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes, sections 121A.16 to 121A.19. The 90- day requirement also applies to voluntary prekindergarten.*

Addendum

- Completed and signed Conflicts of Interest forms (link)
- Completed background checks (if applicable and provided by the applicants) for all board members

Bethel University | Education Department

EARLY CHILDHOOD HEALTH AND DEVELOPMENTAL SCREENING PROGRAM ASSESSMENT

A charter school may provide an early childhood health and developmental screening program that complies with Minnesota Statutes, sections 121A.16 to 121A.19 governing early childhood screening per Minnesota Statutes, section 124E.03, subdivision 7(b).

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University holds the schools it authorizes accountable in four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Bethel believes in data-driven accountability and collects data in all areas with the goal of ensuring timely feedback and informed intervention to assure that all students learn at the highest level possible.

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Scores will be based on the following measures:

<input type="checkbox"/> Exceeds standard
The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to all application elements. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. No weaknesses are present.
<input type="checkbox"/> Meets standard
The response addresses application elements in most areas and strengths outweigh weaknesses. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.
<input type="checkbox"/> Does not meet standard
The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.

Measures	Metrics	Evidence from Application	Score
STAFFING Describe the qualified staff who will provide developmental screening.	The school has a plan for staff to attend training by MDE and the Minnesota Department of Health (MDH) for developmental screening as well as Vision and Hearing screening.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
REPORTING Describe how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section Minnesota Statutes, section 121A.17	The school has a plan to: <ul style="list-style-type: none"> - establish the MARSS Preschool Screening (PS) Record - complete the screening - annually submit the data to MDE Early Learning Services - for those children who do not successfully complete early childhood screening including how referrals will be made for medical insurance, early childhood special education or mental health, early learning programs or public health home visiting programs - ensure participating children have completed health and developmental screening within 90 days of program enrollment. Note: The 90-day requirement also applies to voluntary prekindergarten. 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Bethel University | Education Department

EARLY CHILDHOOD HEALTH AND DEVELOPMENTAL SCREENING PROGRAM SUMMARY

Charter School:	Assessment date:
Conflict of Interest: <input type="checkbox"/> Forms completed and included in application.	Conflict of Interest: <input type="checkbox"/> Forms completed prior to review.
Charter School Board and Leadership:	Reviewed by:
	Approved for: <input type="checkbox"/> Expansion <input type="checkbox"/> Transfer/Mutual Non-renewal, New Contract length _____ years <input type="checkbox"/> Renewal, New Contract length _____ years

Measures	Comments
STAFFING	
REPORTING	

Contract amendment (if approved):	
Contract amendment: <input type="checkbox"/> Date:	

Change in Authorizer (Transfer) Application

Bethel University | Education Department CHANGE IN AUTHORIZER (TRANSFER) APPLICATION

If a currently authorized charter school seeks a change in authorizer or a charter school is moving from another authorizer to Bethel University, a request for a change of authorizer would be implemented.

Per Minnesota Statutes, section 124E.10, subdivision 5:

If the authorizer and the charter school board of directors mutually agree not to renew the contract, or if the governing board of an approved authorizer votes to withdraw as an approved authorizer for a reason unrelated to any cause under subdivision 4, a change in authorizers is allowed. The authorizer and the school board must jointly submit a written and signed letter of their intent to the commissioner to mutually not renew the contract. The authorizer that is a party to the existing contract must inform the proposed authorizer about the fiscal, operational, and student performance status of the school, including unmet contract outcomes and other outstanding contractual obligations. The charter contract between the proposed authorizer and the school must identify and provide a plan to address any outstanding obligations from the previous contract. The proposed authorizer must submit the proposed contract at least 105 business days before the end of the existing charter contract. The commissioner has 30 business days to review and make a determination on the change in authorizer. The proposed authorizer and the school have 15 business days to respond to the determination and address any issues identified by the commissioner. The commissioner must make a final determination no later than 45 business days before the end of the current charter contract. If the commissioner does not approve a change in authorizer, the school and the current authorizer may withdraw their letter of nonrenewal and enter into a new contract. If the commissioner does not approve a change in authorizer and the current authorizer and the school do not withdraw their letter and enter into a new contract, the school must be dissolved according to applicable law and the terms of the contract.

Overall, the application should address and provide evidence for the following:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

APPLICATIONS INSTRUCTIONS AND FORMATTING

Please submit one hard copy and one electronic copy. Both applications must be received by the deadline in order for the application to be considered. Incomplete applications will not be accepted. Receipt of complete applications will be confirmed by email.

- Paper and digital copies must be submitted to Bethel University by September 1.
- **Hard copy and one jump drive** containing an electronic copy in a single file (PDF or Google docs format) to:
Bethel University - Education Department Charter Liaison
3900 Bethel Drive
St Paul, MN 55112
- **Electronic copy** (PDF or Google docs format) should be sent to:
heather-ross@bethel.edu

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.
- Any sources used must be credited and cited appropriately.

The change in authorizer (transfer) application - affidavit consists of:

Part A - Forms and Assurances

- CIA Cover Sheet – Form 1
- Authorizer Evaluation Information – Form 2
- CIA Assurance and Certification – Form 3
- Authorizer Assurances – Form 4

Part B - Authorizer Summary

Part C - Attachments

- Attachment 1 – The charter school and its current authorizer must jointly submit to the commissioner a written and signed letter of their intent to mutually not renew the contract. Attach a copy of the signed letter labeled Attachment 1.
- Attachment 2 – A copy of the current authorizer's evaluation report that informs the proposed authorizer about the fiscal, operational and student performance status of the school, including unmet contract outcomes and other outstanding contractual obligations. Attach a copy of the signed letter labeled Attachment 2.

Part D - Proposed Contract

Please provide a detailed narrative to address each of the following sections and prompts. Applications may use the Application Template provided in the Bethel Charter School Handbook Appendix.

EXECUTIVE SUMMARY

Please provide a detailed narrative highlighting the school's accomplishments over the past three school years/fiscal years of operation *that addresses the items below* and a rationale for why the school's submission for a change in authorizer should be granted.

1. The school's broadly inclusive mission statement.
2. The school's implementation of the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.
3. Overview of the school's history and development, including demographics, the grade levels served and the total student population.
4. The school's educational philosophy and instructional approach, including any innovative approaches, how this school has improved all pupil learning and all student achievement by meeting or exceeding the outcomes adopted by the MDE, and whose needs are currently not being met in the community.
5. If this application has been submitted to any other authorizers and the dates of submission.

Evidence to submit:

- Enrollment demographics for previous 5 years

ACADEMIC AND EDUCATIONAL PROGRAM

Describe the academic focus and program model and how this change in authorizer will support the development of a high quality charter school. Address how the academic program has been successful and how student learning and student achievement has been attained.

1. Describe the school's successful implementation of the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.
2. Discuss the school's attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
3. Describe the school's current challenges and how those are being addressed.
4. Provide a summary of the school's academic accountability and success in meeting its academic goals:
 - a. For school and contract specific academic goals

- b. For special populations (special education students and English language learners)
 - c. If applicable, high school graduation and college preparation
5. Provide a summary of the school's assessment data:
 - a. Describe how the school uses assessment data to improve instructional effectiveness and student learning.
 - b. Discuss the school's student attendance and retention rates over the term of the contract.
6. Provide an overview of the school's instructional leadership:
 - a. Describe how does the school's leadership supports teacher performance (in content and pedagogy)
 - b. Describe how does the school's leadership assess the instructional practices of staff

Evidence to submit:

- Assessment results other than state assessment tests

FISCAL MANAGEMENT - BUDGET AND FINANCES

Describe the school's current financial situation and short and long-term financial plans to support the educational program.

1. Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the results of the school's financial audits and any findings.
4. Summarize any financial awards received by the school.
5. Describe the school's budget process and how it ensures:
 - a. a balanced budget
 - b. a minimum 20% fund balance
 - c. positive cash flow projections
6. Describe the school's financial governance structure and how it ensures:
 - a. appropriate controls and procedures for the management of financial resources
 - b. the school board appropriately oversees the school's financials
 - c. the school's ability to meet reporting expectations of the authorizer and state and federal agencies.

Evidence to submit:

- External audits for the last three years and if applicable, the school's response to the findings (e.g., corrective action plans)
- Current budget with fund balance listed (in annual dollar amount and annual percentage over several years) and analysis of fund balance history
- Analysis showing the school's multi-year cash flow projections/trends

GOVERNANCE AND LEADERSHIP

Describe the governance and leadership plan and how it has been faithful to and supports the stated mission, goals and objectives.

1. Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the oversight and governance plan and how it maintains an appropriate balance of power while respecting the distinct roles of governance v management.
4. Describe the board's capacity to administer and manage:
 - a. short and long-term strategic planning
 - b. communication with stakeholders
 - c. review and adherence to bylaws and policies
 - d. evaluating the performance of the Executive Director
 - e. measuring student/family and teacher/staff satisfaction
 - f. assessing and addressing issues with facility and learning environment
5. Summarize compliance with current [MN Statute](#)

Evidence to submit:

- Resumes for school leadership and current board members
- Board Minutes from the last 12 months
- Describe any plans to increase the board's capacity.
- Annual Reports for the last 3 years
- Current strategic plan

OPERATIONS AND LEGAL COMPLIANCE

Describe the operations and legal compliance plan and how it has ensured fulfilling the terms of the charter contract.

1. Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the operations and legal compliance plan to administer and manage the school while meeting the terms of the charter contract.
4. Discuss the school's systems and controls that ensure compliance with legal and charter requirements including access to legal counsel.

Evidence to submit:

- Annual Reports for the last 3 years
- School's current charter contract
- Current continuous improvement plan and/or current strategic plan

Addendum

- Completed and signed Conflicts of Interest forms (link)
- Completed background checks (if applicable and provided by the applicants)
- Copy of written communications from the school's authorizer in the immediately preceding twelve months, and the school's most recent written review from its current authorizer detailing the school's fiscal, operational, and student performance.
- A signed statement from the current authorizer stating that no unresolved issues or outstanding obligations exist under its current charter contract.

Change in Authorizer Cover Sheet – Form 1

Name of Proposed Authorizer: _____

Name of Charter School: _____

Name of Current Authorizer: _____

Proposed Authorizer Main Contact Information:

(Name, title, email address, phone number, and mailing address)

Charter School Main Contact Information:

(Name, title, email address, phone number, and mailing address)

Current Authorizer Main Contact Information:

(Name, title, email address, phone number, and mailing address)

Proposed Change in Authorizer Effective Date:

Authorizer Evaluation Information – Form 2

Provide information for individuals employed, contracted or otherwise engaged by the proposed authorizer who reviewed, processed (e.g., data collection, review compilation) and made a formal decision on this change in authorizer request.

Name	Phone Number	Email Address	Role with Organization (e.g., employee, contractor, board member)	Role with Evaluation (e.g., reviewer, processing, decision-maker)

Discuss any real, potential or perceived conflicts of interest between the school and its representatives (e.g., school board members, school employees) and the proposed authorizing organization, including the individuals provided above. If any real, potential or perceived conflicts were identified, discuss how the conflicts were mitigated or otherwise addressed.

Change in Authorizer Assurance and Certification – Form 3

Name of Proposed Authorizer: _____

Name of Charter School: _____

The following assurance is made to the commissioner of the Minnesota Department of Education:

The authorizer and charter school shall comply with all applicable federal, state, and local laws, ordinances, rules, regulations, and provisions governing the authorization and operation of a charter school in Minnesota. If approved, the authorizer and charter school shall implement the change in authorizers according to the terms and conditions of the commissioner's approval of the change in authorizer request.

Certification: By signing below, we hereby agree to fully comply with the above assurance.

Proposed Authorizer's Identified Official with Authority

(Provide the name, title, and signature, name and title of person with legal authority to certify on behalf of the authorizer.)

Signature: _____

Name: _____

Title: _____

Date: _____

Charter School's Identified Official with Authority

(Provide the name, title, and signature, name and title of person with legal authority to certify on behalf of the charter school, usually the chair/president of the school's board of directors.)

Signature: _____

Name: _____

Title: _____

Date: _____

Authorizer Assurances – Form 4

Assurances for Charter Schools and Authorizers Relating to Leases with Sectarian Organizations and Other Matters Regarding the Accommodation of Religion in Public Schools

- I. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.13, subd. 1 and Minn. Stat. § 124E.03, subd. 2(a), requiring that, if the school leases from a sectarian organization:
- The students will be screened from any religious activities occurring on the property.
 - The school will fully disclose the involvement of any school directors, administrators, or teachers in the sectarian organization.
 - The school will fully disclose any telephone or fax numbers, email addresses, employer identification numbers, and employees shared with the sectarian organization.
 - The school will fully identify and describe any activities by the sectarian organization in support of the school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.
- II. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat § 124E.06, subd. 3(b):
- Requiring the maintenance of nonsectarian school facilities such that there are no religious texts, symbols, quotations, or objects displayed in school facilities on school days.
 - Requiring equal treatment of and access to all religions.
 - Requiring a policy allowing equal access to all groups for religious or other activities during non-instructional time and that such access otherwise complies with Minn. Stat. § 124E.06, subd. 3(b).
 - Removing itself from religious activities including recruiting employees, parents or other volunteers for such activities.
 - Requiring that, if instituted, a school dress code does not promote religion or particular religious customs and does not restrict opportunity to participate in school activities.
- III. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.03, subd. 2, requiring that the food served satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with applicable law.
- IV. I assure that _____ (authorizer) will oversee _____'s (charter school) with compliance with Minn. Stat. § 124E.03, subd. 5, and the state data practices law, including allowance for staff members to report unethical or fraudulent actions in the workplace.
- V. I assure that _____ (authorizer) will oversee _____'s (charter school) compliance with Minn. Stat. § 124E.11, requiring that if oversubscribed, a lottery be conducted for admission to the school that does not select students based on religious preference, and that the lottery otherwise complies with applicable law.

Proposed Authorizer's Identified Official with Authority

(Provide the name, title, and signature of person with legal authority to certify on behalf of the authorizer.)

Signature: _____

Name: _____

Title: _____

Date: _____

Bethel University | Education Department

CHANGE IN AUTHORIZER (TRANSFER) ASSESSMENT RUBRIC

If the currently authorized charter school seeks a change in authorizer and is moving from another authorizer to Bethel University.

Charter schools were created to provide educators the freedom to create an innovative learning program in exchange for greater accountability regarding student progress and school administration. Bethel University holds the schools it authorizes accountable in four major areas: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance.

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract offers and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories:

- Academic and Education Program (most important factor)
- Fiscal Management - Budget and Finances
- Governance and Leadership
- Operations and Legal Compliance

Measures	Metrics	Evidence	Score
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Scores will be based on the following measures:

<input type="checkbox"/> Exceeds standard The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to all application elements. Strengths are numerous and response is of sufficient quality and detail. No weaknesses are present.
<input type="checkbox"/> Meets standard The response addresses application elements in most areas and strengths outweigh weaknesses. Strengths are numerous and response is of sufficient quality and detail. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.
<input type="checkbox"/> Does not meet standard The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths.

Has the applicant submitted this application with another authorizer? ☐ no ☐ yes
 If yes, authorizer and date submitted.

APPLICATION

Executive Summary			
Measures	Metrics	Evidence from application	Score
Forms and Attachments	Forms are complete: <ul style="list-style-type: none"> • MDE Forms 1, 3 • MDE requested Attachments 1, 2 • Conflict of Interest forms for all board members and school leaders • Background checks for all board members and school leaders • 12 months written communications • Addendum items 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Mission and Vision	Mission and vision statements are inclusive, sound, and viable.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Statute	The school's implementation of the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Demographics	Overview of the school's history and development, including demographics, including the grade levels served and the total student population.	<i>Must include demographics for previous 5 years</i>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Educational Philosophy	Application includes a mission-aligned educational philosophy and instructional approach that addresses innovation, and presents clear plans to improve student academic achievement.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Academic and Education Program			
Measures	Metrics	Evidence from application	Score
Overall Academic Performance and Educational Program	Describe how the school is successfully implementing the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.	<i>Must include assessment results other than state assessment tests</i>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Meeting Contract Goals	Discuss the school's attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Academic Accountability	Provide a summary of the school's academic accountability and success in meeting its academic goals: <ul style="list-style-type: none"> • For school and contract specific academic goals • For special populations (special education students and English language learners) • If applicable, high school graduation and college preparation 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Assessment Data	Provide a summary of the school's assessment data: <ul style="list-style-type: none"> • Describe how the school uses assessment data to improve instructional effectiveness and student learning. • Discuss the school's student attendance and retention rates over the term of the contract. 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Instructional Leadership	Provide an overview of the school's instructional leadership:		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

	<ul style="list-style-type: none"> Describe how does the school's leadership supports teacher performance (in content and pedagogy) Describe how does the school's leadership assess the instructional practices of staff 		
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Fiscal Management - Budget and Finance			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	Overall, is the school financially solvent and stable? Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.	Must include: <ul style="list-style-type: none"> Current budget with fund balance listed (in annual dollar amount and annual percentage over several years) and analysis of fund balance history Analysis showing the school's multi-year cash flow projections/trends 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Audits	Annual financial audits by a qualified and independent external auditor as prescribed by MN law and: <ul style="list-style-type: none"> no deficiencies or deficiencies are addressed through reduction and/or elimination 	<i>Must include</i> external audits for the last three years and if applicable, the school's response to the findings (e.g., corrective action plans).	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Finance Award	Minnesota Department of Education Finance Award Recipient	<i>Provide evidence of MDE Finance Award</i>	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Budget process	Describe the school's budget process and how it ensures: <ul style="list-style-type: none"> • a balanced budget • a minimum 20% fund balance • positive cash flow projections • discuss potential changes to staffing, food service, transportation and other expansion-related services in terms of the financial impact 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Finance Governance	Describe the school's financial governance structure and how it ensures: <ul style="list-style-type: none"> • appropriate controls and procedures for the management of financial resources • the school board appropriately oversees the school's financials • the school's ability to meet reporting expectations of the authorizer and state and federal agencies. • describe anticipated changes resulting from the proposed expansion, including but not limited to potential changes to staffing and contracted services in terms of financial oversight 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Governance and Leadership			
Measures	Metrics	Evidence from application	
Meeting Contract Goals	Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.	<ul style="list-style-type: none"> • Resumes for school leadership and current board members • Board Minutes from the last 12 months • Describe any plans to increase the board's capacity. 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

		<ul style="list-style-type: none"> • Annual Reports for the last 3 years • Current strategic plan 	
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Governance Plan	Discuss the oversight and governance plan and how it maintains an appropriate balance of power while respecting the distinct roles of governance v management.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Governance Capacity	Discuss the school's plan to address what changes in capacity may need to be made to the school's current governance and management structure to address the expansion: <ul style="list-style-type: none"> • short and long-term strategic planning • communication with stakeholders • review and adherence to bylaws and policies • evaluating the performance of the Executive Director • measuring student/family and teacher/staff satisfaction • assessing and addressing issues with facility and learning environment 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Compliance	Summarize compliance with current MN Statute and how this will be sustained with an expansion		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Operations and Legal Compliance			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	<p>Overall, is the school faithful to the terms of its contract?</p> <p>Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.</p>	<p><i>Must include:</i></p> <ul style="list-style-type: none"> • Annual Reports for the last 3 years • School's current charter contract • Current continuous improvement plan and/or current strategic plan • Access to legal counsel 	<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Operations Plan	Discuss the operations and legal compliance plan to administer and manage the school while meeting the terms of the charter contract.		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Operations	<p>Discuss the school's systems and controls that ensure compliance with legal and charter requirements and address the effect the expansion will have on the school's overall:</p> <ul style="list-style-type: none"> • facilities plan • ability to comply with health and safety regulations • impact on operations, including, but not limited to the school's food service and transportation plans 		<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Bethel University | Education Department

ANNUAL ASSESSMENT RUBRICS

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories					
<ul style="list-style-type: none"> Academic and Education Program (most important factor) Fiscal Management - Budget and Finances Governance and Leadership Operations and Legal Compliance 					
Measures	Metrics	Contract Goal or Target Performance		Evidence	
Alignment with MN Charter Statute, Northstar (ESSA) and WBWF	Metrics are the methods of evaluating a measure.	Contract goals emphasized with yellow background. Targets are the thresholds that signify success for a specific measure.		Provided by the school.	
From previous year's assessment:					
Last year's level: <input type="checkbox"/> Authorized <input type="checkbox"/> Level One <input type="checkbox"/> Level Two <input type="checkbox"/> Level Three <input type="checkbox"/> Level Four <input type="checkbox"/> Level Five					
Areas of Focus or Performance Improvement Plan update (if applicable):					
May include initiatives, interventions/corrections, MDE Audit results					

Scores will be based on the following measures:

CONTRACT GOALS	
Multi-year goal <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track	One-year goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

PERFORMANCE TARGETS
<input type="checkbox"/> Exceeds Standard The school exceeds expectations set in contract goals or performance targets and shows exemplary performance. Strengths are numerous and/or align with characteristics of a high quality charter school.
<input type="checkbox"/> Meets Standard The school fully and consistently meets contract goals or performance targets. There is no evidence to indicate not meeting contract goals or performance targets. Strengths are numerous and/or weaknesses are minor and unlikely to adversely impact student achievement or school operations.
<input type="checkbox"/> Partially Meets Standard The school meets the majority of contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Strengths may be noted and/or weaknesses may adversely impact student achievement or school operations.
<input type="checkbox"/> Falls Far Below Standard The school meets fewer than half of the contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Weaknesses are significant and outweigh strengths and are likely to adversely impact student achievement or school operations.

Academic and Education Program

Is the academic program a success?

Measures	Metrics	Contract Goal OR Target	Scores on Contract Goal or Target Performance	Evidence Provided by the school.
Charter Statute Primary purpose	The primary purpose of charter schools is to improve all pupil learning and all student achievement.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
Charter Statute Additional purposes	The additional purposes of charters schools is to: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A1. Mission and Vision	Operations and programming are consistently true to mission and vision and support learning opportunities for all pupils	<ul style="list-style-type: none"> Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school's mission and key design elements The school has implemented the key design elements in the approved 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

		charter		
A2. Educational Philosophy	Educational Philosophy aligns with and supports the school's mission and vision and may support charter statute secondary purposes	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A3. Academic Governance (Goal Setting and Achievement)	<i>Provide: Annual or 5-year school performance goals, Data-based indicators, and percentage academic and operating performance goals met</i> <i>Consider using <u>Contract Goal Tracker TEMPLATE</u></i>	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy.	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A4. School Culture: Other measures of success determined by the schools	I.e. 1-year job satisfaction/placement; measures of character education; second language acquisition	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A5. Assessment: MDE Expectations <i>World's Best Workforce <u>MN Statute 120B.11 (link)</u></i> <i>ESSA <u>Every Student Succeeds Act (ESSA) Minnesota state plan</u></i>	WBWF: All children are ready for school. <i>Provide: WBWF All children are ready for school measure.</i>	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A6. Assessment: Unique	Determined by each school:	School-specific goal(s)	___ Exceeds	

<p>school specific or other assessments implemented by school</p> <p>Charter Statute Secondary purposes: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</p> <p>Northstar: progress toward English language proficiency</p>	<p>Define and use appropriate measures to document</p> <p>Northstar: progress toward English language proficiency</p> <p><i>Provide: ACCESS composite proficiency level of 4.5 and at least three out of four domains at or above 3.5</i></p>		<p>___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
<p>A7. Assessment: Proficiency Levels on State Assessments by Grade and Subject</p> <p>WBWF: All third-graders can read at grade level</p> <p>Northstar: academic achievement</p>	<p>WBWF: MCA 3rd grade</p> <p>Northstar: academic achievement</p> <p><i>Provide: MCA proficiency grade 3 reading</i></p> <p><i>Percentage of students scoring at each state performance level</i></p> <p><i>Percentage of students at a school whose learning currently meets or exceeds their grade-level standards in</i></p>	<p>[Between 60–85 percent] of students met or exceeded proficiency</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	

	<i>math and reading</i>			
A8. Assessment: Comparative Proficiency	<p>Contract specific or Target = the average performance of students in schools serving similar populations in the same grades)</p> <p><i>Provide: data comparing charter school performance with area districts including demographic data if available</i></p> <p><u>DRAFT Comparative Schools Template (link)</u></p>	School's average proficiency rate [meets or exceeds by up to 15 percentage points]	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A9. Assessment: Student Growth Northstar: academic progress	<p>Northstar: academic progress</p> <p>Contract specific or Target = students obtain maintain, or improve academic growth</p> <p><i>Provide: Percentage of students achieving or exceeding targeted gains</i></p> <p><i>Percentages of students increasing their learning relative to grade-level standards in math and reading</i></p>	[Between 60–85 percent] of students obtain maintain, or improve academic growth	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A10. Assessment: Achievement Equity WBWF: All racial and economic achievement gaps between students are closed.	<p>Contract specific or Target = students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth</p> <p><i>Provide: Disaggregate data from MCA Testing</i></p>	[Between 70–85 percent] of students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A11. Assessment: High School Completion WBWF: All students	WBWF: All students graduate from high school	[80–89 percent] of students graduated from high school	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets</p>	

graduate from high school. Northstar: graduation rates	Contract specific or Target = Northstar: graduation rates <i>Provide: Four-year and seven-year graduation rates</i>		Standard ___ Falls Far Below Standard	
A12. Assessment: College Preparedness WBWF: All students are ready for career and college.	<i>Provide: Median score</i> <i>Percentage of students taking college entrance exam</i> <i>Percentage of students reaching score predictive of college success on exam (as determined by the test publisher)</i>	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A13. Assessment: Postsecondary Admission (if applicable to school mission) WBWF: All students are ready for career and college	<i>Provide: Percentage of students gaining admission to post secondary institutions (4-year and 2-year colleges, trade and apprentice programs)</i>	[70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
Overall Comments:				
Areas to improve to meet goals:				
Overall section score:				___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard

Fiscal Management - Budget and Finance

Is the school a financially viable and healthy organization?

Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
F1. Audits Contract goal: Clean Audit	Annual financial audits by a qualified and independent external auditor as prescribed by MN law <i>Provide: most recent audit and if necessary, proof of addressing deficiencies</i>	Annual financial audits by a qualified and independent external auditor as prescribed by MN law and: <ul style="list-style-type: none"> • no deficiencies • or deficiencies are addressed through reduction and/or elimination 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F2. Budget Forecast	5 year budget forecasts are up-to-date and meet Charter contract goals <i>Provide: Board approved budget with forecast included</i>	Budget forecasts meet contract goals and/or bond covenants (if applicable) and reflect a maintaining a 20% fund balance	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F3. Enrollment Northstar: consistent attendance	Accurate measurement and tracking of current and projected student enrollment Contract specific or Target = Northstar: consistent attendance (percentage of students attending more than 90 percent of the days they are enrolled at a school) <i>Provide: Percentage of students attending more than 90 percent of the days they are enrolled at a school Percentage of students re-enrolled from one year to</i>	The school's attendance rate equal to or greater than 90% as published by MDE AND at least 80% of students in non-break grades (ie. transition from middle school to high school) return to school the next year	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

	<p><i>the next</i></p> <p><i>Percentage of students continuously enrolled for multiple years</i></p> <p><i>Track, document, and report on why students leave the school by administering and documenting the results of exit interviews. See note below.</i></p>			
F4. Finance Awards Contract goal: MDE Finance Award	Minnesota Department of Education Finance Award Recipient <i>Provide: MDE Finance Award</i>	The school received the MDE finance award	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F5. Finance Governance	Board approved financial policies and procedures that create a sound financial infrastructure for management of the school including a balanced budget, reviews monthly and annual review of budget reports, and trainings <i>Provide: financial management plan with current financial policies and procedures (linked on charter website)</i>	The school has financial policies and procedures that create a sound financial infrastructure for management of the school, including: <ul style="list-style-type: none"> • a balanced budget, • monthly and annual reviews of budget reports, • trainings relating to financial management 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F6. Fund Balance	Board goals and maintenance of a cash reserve for unexpected expenses (20%)	The school has a fund balance of 20% or more	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

F7. Near Term Measures				
Current Ratio	<p>The current ratio depicts the relationship between a school's current assets and current liabilities. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations.</p> <p><i>Provide: Monthly financial statements</i></p>	Current Ratio is greater than or equal to 1.1 or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Unrestricted Days of Cash	<p>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.</p> <p><i>Provide: Actual to-date cash flow and cash flow projections through the end of the fiscal year</i></p>	60 Days Cash Or Between 30 and 60 Days Cash and one-year trend is positive	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
F8. Sustainability Measures				
Debt to Asset Ratio	<p>The Debt to Asset Ratio shows the quantitative relationship between an organization's debt and assets. This measure serves as an indication of the school's financial health.</p> <p><i>Provide: Audited financial statements</i></p>	Debt to Asset Ratio is less than 0.9	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Total Margin & 3-Year Aggregate Total Margin	Total margin measures the deficit or surplus a school	Aggregated Three-Year Total Margin is positive and the most	<p>___ Exceeds</p> <p>___ Meets Standard</p>	

	<p>yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Three years of Audited financial statements • Calculation of Total Margin: $\text{Net Income} / \text{Revenue}$ • Calculation of Total 3-year Margin: $\text{Total 3-year Net Income} / \text{Total 3-year Revenue}$ 	<p>recent year Total Margin is positive or Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive</p>	<p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Debt Service Coverage Ratio	<p>The ratio measures a school's ability to pay the principal and interest due on its debt based on current year's net income.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Net income: audited income statement • Depreciation expense: audited cash flow statement • Interest expense: audited cash flow statement and/or income statement • Annual principal and interest obligations: provided from the school 	<p>Debt Service Coverage Ratio is equal to or exceeds 1.1 OR meets bond covenants (if applicable, please list)</p>	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Overall Comments:				
Areas to improve to meet goals:				

Overall section score:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard
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Governance and Leadership Is the school faithful to its stated mission, goals, and objectives?				
Measures	Metrics	Contract Goal OR Target	Contract Goal or Target Performance	Evidence Provided by the school.
G1. Leadership: Structure and Capacity Contract goal: Governance membership and structure compliance	The Board of Directors will comply with Minnesota law regarding requirements and board governance structure <i>Provide: Board roster (linked on charter website) and member resume/CV to demonstrate the diverse expertise and capacities in critical areas: Finance, Legal, Education, and Board Leadership/Governance needed to execute the fiduciary duties in governing a public school and to carry out the policy making and strategic decision making roles for the long-term success of the school</i>	<ul style="list-style-type: none"> • The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board • The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience • The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
G2. Leadership: Development and Planning	The Board of Directors has a plan that includes: <ul style="list-style-type: none"> • an orientation process for bringing on new members and appropriate records • process and procedure for board training compliant with MN law 	<ul style="list-style-type: none"> • New members complete required training • The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations • The board uses a performance-based evaluation 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

	<ul style="list-style-type: none"> • process and procedure for creating and implementing new policies • process and procedure for annual Board of Directors self- evaluation <p><i>Provide: Policy Committee and Board Meeting Minutes</i></p> <p><i>Provide: Board Meeting Minutes and a summary of Survey Results</i></p>	process to assess its own performance annually		
G3. Leadership: Continuous Improvement	<p>Identify current best practices in use at your school</p> <p><i>Provide: current best practices and related data</i></p>	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G4. Leadership: Board of Directors	<p>The Board of Directors has conducted a review process, including timelines and written criteria, for the school leader</p> <p><i>Provide: Board Meeting Minutes documenting the review process and summary of the School Leader Review</i></p>	The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G5. Leadership: Administrative Support	<p>The Board supports the leader in achieving goals and securing long-term success, while respecting the distinct roles of governance vs. management</p>	<p>The board determines the strategic direction of the school by:</p> <ul style="list-style-type: none"> • setting goals aligned with the school's mission and driven by data analysis; • the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement; • the board supports the school leader(s) and demonstrates respect 	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	

		for roles		
G6. Leadership: Public Accountability and Transparency	<p>Clear, accurate, regular communication to key constituencies</p> <p><i>Provide: examples of communication to all key constituencies</i></p>	The board and school leader(s) have and implement clear and well-understood systems for communication with key stakeholders.	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G7. Management: Ethical Conduct	<p>Clear background checks for Board, Staff, and Volunteers, and board governs according to the board/school bylaws that comply with current statute</p> <p>No conflicts of interest exist or conflicts were reported and addressed including the Annual Charter School Assurances (See 124E.14, <u>Conflict of Interest for Authorizers and Charter Schools</u>)</p> <p><i>Provide: Board Meeting Minutes</i></p>	<p>The school materially complies with applicable laws and board/school bylaws relating to governance by its board:</p> <ul style="list-style-type: none"> • Members have completed required criminal background checks • Members have submitted required disclosure forms and do not have any conflicts of interest 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G8. Management: Insurance	<p>Current insurance policy that meets statutory requirements</p> <p><i>Provide: current insurance policy and highlight contract requirements</i></p>	Current insurance policy that meets statutory requirements	<p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G9. Management: Calendar/Planning	<p>School calendar has at least the required number of instructional hours</p> <p>See: <u>120A.41 (link)</u></p> <p><i>Provide: link for your next year's school calendar</i></p>	School calendar has at least the required number of instructional hours	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	

Overall Comments:	
Areas to improve to meet goals:	
Overall section score:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard

Operations and Legal Compliance

Is the school faithful to the terms of its contract?

Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
L1. Operational: Relations Contract goal: satisfaction survey	The school maintains a high level of parent, teacher and student satisfaction (if applicable, based on Charter contract goals) <i>Provide: Most recent satisfaction survey data</i>	The school generally meets the following criteria: <ul style="list-style-type: none"> • The school environment fosters a culture of learning, scholarship and high academic expectations • The school environment and interactions amongst stakeholders are respectful, supportive, professional, constructive as demonstrated with high stakeholder satisfaction • The school creates a safe environment and addresses the physical, social, emotional and health needs of its students 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

L2. Operational: Highly Qualified Faculty and Staff	<p>The school employs highly qualified, appropriately licensed teachers</p> <p><i>Provide: Chart showing internal review of the licensure folder for all current teachers</i></p>	The school materially complies with applicable laws and provisions of the charter contract relating to state certification requirements and the school meets educator evaluation, staffing and licensure requirements	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L3. Operational: Safety	<p>The school maintains a safe facility conducive to learning</p> <p><i>Provide: Facility maintenance plans, safety plans and drills, and external reviews, ie. Fire Marshal</i></p>	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act (ADA) • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage (merge w/G?) • Student transportation 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L4. Operational: Open Enrollment Compliance	<p>The school uses a fair and open enrollment process that complies with Minnesota law</p> <p>See Charter School Admissions and Enrollment Guidance (link)</p>	<p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> • The school's recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; • these policies and practices align with the requirements and recommendations from the MN Dept of Education 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L5. Legal: Compliance Contract goal: Epicenter	Full and complete compliance with MN law , Dept of	The school materially complies with applicable laws, rules, regulations, and provisions of the charter	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets</p>	

reporting	Education audits, and Charter Contract requirements	contract relating to relevant reporting requirements to the school's authorizer, the MN Dept of Education, and/or federal authorities	Standard ___ Falls Far Below Standard	
L6. Legal: Contract Management and Oversight Contract goal: Program audits with minimal findings in English Language, Food Service, and Special Education	All contracts delineate the roles and responsibilities of the parties and articulate performance goals, timelines and terms, including consequences for inadequate performance or service. <ul style="list-style-type: none"> • Fulfillment of Charter Contract • Teacher Contracts and Evaluations • Service or management contracts 	The school material complies with contracting requirements including metrics and if audited, has minimal findings	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
L7. Legal: Regulatory and Reporting Compliance	Required reports and filings are complete, accurate, and on time <ul style="list-style-type: none"> • Board approved annual budget by July 1 • Annual report • WBWF report No violations for reporting	The school materially complies with applicable laws and provisions of the charter contract relating to relevant reporting requirements	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
L8. Legal: MDE Required Website Content Contract goal: website compliance	All website requirements are met <i>Provide: Completed <u>Charter School Website Compliance Checklist (link)</u> with web address for each item</i>	<ul style="list-style-type: none"> • All MDE website requirements are met • Current <i>Board roster is on file with Authorizer and on the school's website</i> 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
Overall Comments:				
Areas to improve to meet goals:				

Overall section score:	<div><div></div><div></div><div></div><div></div></div> <div><div>Exceeds</div><div>Meets Standard</div><div>Partially Meets Standard</div><div>Falls Far Below Standard</div></div>

CHANGE IN AUTHORIZER (TRANSFER) ASSESSMENT SUMMARY

Charter School:	Assessment date:
Conflict of Interest: <input type="checkbox"/> Forms completed and included in application.	Conflict of Interest: <input type="checkbox"/> Forms completed prior to review.
Charter School Board and Leadership:	Reviewed by:
	Approved for: <input type="checkbox"/> Expansion <input type="checkbox"/> Transfer/Mutual Non-renewal, New Contract length _____ years <input type="checkbox"/> Renewal, New Contract length _____ years

Measures	Comments
Overall Academic Performance and Educational Program	APPLICATION
	SITE VISIT
Overall Fiscal Management - Budget and Finance	APPLICATION
	SITE VISIT
Overall Governance and Leadership	APPLICATION
	SITE VISIT
Overall Operations and Legal Compliance	APPLICATION
	SITE VISIT
Reflection	APPLICATION

Suggested Improvement Plan with timeline (if applicable):	
Completed performance improvement plan: <input type="checkbox"/> Date:	
Contract: <ul style="list-style-type: none"> <input type="checkbox"/> Negotiations, Date completed: <input type="checkbox"/> Board approved, Date completed: <input type="checkbox"/> Submitted to MDE, Date completed: <input type="checkbox"/> MDE response, Date and decision: <input type="checkbox"/> Revisions to MDE (if applicable), Date: <input type="checkbox"/> MDE response, Date and decision: 	

Bethel University | Education Department ANNUAL ASSESSMENT RUBRICS

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories <ul style="list-style-type: none"> • Academic and Education Program (most important factor) • Fiscal Management - Budget and Finances • Governance and Leadership • Operations and Legal Compliance 						
Measures Alignment with MN Charter Statute, Northstar (ESSA) and WBWF		Metrics Metrics are the methods of evaluating a measure.		Contract Goal or Target Performance Contract goals emphasized with yellow background. Targets are the thresholds that signify success for a specific measure.		Evidence Provided by the school.
From previous year's assessment:						
Last year's level: <input type="checkbox"/> Authorized <input type="checkbox"/> Level One <input type="checkbox"/> Level Two <input type="checkbox"/> Level Three <input type="checkbox"/> Level Four <input type="checkbox"/> Level Five						
Areas of Focus or Performance Improvement Plan update (if applicable): May include initiatives, interventions/corrections, MDE Audit results						

Scores will be based on the following measures:

CONTRACT GOALS	
Multi-year goal <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track	One-year goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

PERFORMANCE TARGETS
<input type="checkbox"/> Exceeds Standard The school exceeds expectations set in contract goals or performance targets and shows exemplary performance. Strengths are numerous and/or align with characteristics of a high quality charter school.
<input type="checkbox"/> Meets Standard The school fully and consistently meets contract goals or performance targets. There is no evidence to indicate not meeting contract goals or performance targets. Strengths are numerous and/or weaknesses are minor and unlikely to adversely impact student achievement or school operations.
<input type="checkbox"/> Partially Meets Standard The school meets the majority of contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Strengths may be noted and/or weaknesses may adversely impact student achievement or school operations.
<input type="checkbox"/> Falls Far Below Standard The school meets fewer than half of the contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Weaknesses are significant and outweigh strengths and are likely to adversely impact student achievement or school operations.

Academic and Education Program
Is the academic program a success?

Measures	Metrics	Contract Goal OR Target	Scores on Contract Goal or Target Performance	Evidence Provided by the school.
Charter Statute Primary purpose	The primary purpose of charter schools is to improve all pupil learning and all student achievement.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
Charter Statute Additional purposes	The additional purposes of charters schools is to: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A1. Mission and Vision	Operations and programming are consistently true to mission and vision and support learning opportunities for all pupils	<ul style="list-style-type: none"> • Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school's mission and key design elements • The school has implemented the key design elements in the approved 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

		charter		
A2. Educational Philosophy	Educational Philosophy aligns with and supports the school's mission and vision and may support charter statute secondary purposes	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A3. Academic Governance (Goal Setting and Achievement)	<i>Provide: Annual or 5-year school performance goals, Data-based indicators, and percentage academic and operating performance goals met</i> <i>Consider using <u>Contract Goal Tracker TEMPLATE</u></i>	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy.	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A4. School Culture: Other measures of success determined by the schools	I.e. 1-year job satisfaction/placement; measures of character education; second language acquisition	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A5. Assessment: MDE Expectations <i>World's Best Workforce <u>MN Statute 120B.11 (link)</u></i> <i>ESSA <u>Every Student Succeeds Act (ESSA) Minnesota state plan</u></i>	WBWF: All children are ready for school. <i>Provide: WBWF All children are ready for school measure.</i>	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A6. Assessment: Unique	Determined by each school:	School-specific goal(s)	___ Exceeds	

<p>school specific or other assessments implemented by school</p> <p>Charter Statute Secondary purposes: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</p> <p>Northstar: progress toward English language proficiency</p>	<p>Define and use appropriate measures to document</p> <p>Northstar: progress toward English language proficiency</p> <p><i>Provide: ACCESS composite proficiency level of 4.5 and at least three out of four domains at or above 3.5</i></p>		<p>___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
<p>A7. Assessment: Proficiency Levels on State Assessments by Grade and Subject</p> <p>WBWF: All third-graders can read at grade level</p> <p>Northstar: academic achievement</p>	<p>WBWF: MCA 3rd grade</p> <p>Northstar: academic achievement</p> <p><i>Provide: MCA proficiency grade 3 reading</i></p> <p><i>Percentage of students scoring at each state performance level</i></p> <p><i>Percentage of students at a school whose learning currently meets or exceeds their grade-level standards in</i></p>	<p>[Between 60–85 percent] of students met or exceeded proficiency</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	

	<i>math and reading</i>			
A8. Assessment: Comparative Proficiency	<p>Contract specific or Target = the average performance of students in schools serving similar populations in the same grades)</p> <p><i>Provide: data comparing charter school performance with area districts including demographic data if available</i></p> <p><u>DRAFT Comparative Schools Template (link)</u></p>	School's average proficiency rate [meets or exceeds by up to 15 percentage points]	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A9. Assessment: Student Growth Northstar: academic progress	<p>Northstar: academic progress</p> <p>Contract specific or Target = students obtain maintain, or improve academic growth</p> <p><i>Provide: Percentage of students achieving or exceeding targeted gains</i></p> <p><i>Percentages of students increasing their learning relative to grade-level standards in math and reading</i></p>	[Between 60–85 percent] of students obtain maintain, or improve academic growth	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A10. Assessment: Achievement Equity WBWF: All racial and economic achievement gaps between students are closed.	<p>Contract specific or Target = students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth</p> <p><i>Provide: Disaggregate data from MCA Testing</i></p>	[Between 70–85 percent] of students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
A11. Assessment: High School Completion WBWF: All students	WBWF: All students graduate from high school	[80–89 percent] of students graduated from high school	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets</p>	

graduate from high school. Northstar: graduation rates	Contract specific or Target = Northstar: graduation rates <i>Provide: Four-year and seven-year graduation rates</i>		Standard ___ Falls Far Below Standard	
A12. Assessment: College Preparedness WBWF: All students are ready for career and college.	<i>Provide: Median score</i> <i>Percentage of students taking college entrance exam</i> <i>Percentage of students reaching score predictive of college success on exam (as determined by the test publisher)</i>	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A13. Assessment: Postsecondary Admission (if applicable to school mission) WBWF: All students are ready for career and college	<i>Provide: Percentage of students gaining admission to post secondary institutions (4-year and 2-year colleges, trade and apprentice programs)</i>	[70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
Overall Comments:				
Areas to improve to meet goals:				
Overall section score:				___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard

Fiscal Management - Budget and Finance

Is the school a financially viable and healthy organization?

Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
F1. Audits Contract goal: Clean Audit	Annual financial audits by a qualified and independent external auditor as prescribed by MN law <i>Provide: most recent audit and if necessary, proof of addressing deficiencies</i>	Annual financial audits by a qualified and independent external auditor as prescribed by MN law and: <ul style="list-style-type: none"> • no deficiencies • or deficiencies are addressed through reduction and/or elimination 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F2. Budget Forecast	5 year budget forecasts are up-to-date and meet Charter contract goals <i>Provide: Board approved budget with forecast included</i>	Budget forecasts meet contract goals and/or bond covenants (if applicable) and reflect a maintaining a 20% fund balance	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F3. Enrollment Northstar: consistent attendance	Accurate measurement and tracking of current and projected student enrollment Contract specific or Target = Northstar: consistent attendance (percentage of students attending more than 90 percent of the days they are enrolled at a school) <i>Provide: Percentage of students attending more than 90 percent of the days they are enrolled at a school Percentage of students re-enrolled from one year to</i>	The school's attendance rate equal to or greater than 90% as published by MDE AND at least 80% of students in non-break grades (ie. transition from middle school to high school) return to school the next year	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

	<p><i>the next</i></p> <p><i>Percentage of students continuously enrolled for multiple years</i></p> <p><i>Track, document, and report on why students leave the school by administering and documenting the results of exit interviews. See note below.</i></p>			
F4. Finance Awards Contract goal: MDE Finance Award	Minnesota Department of Education Finance Award Recipient <i>Provide: MDE Finance Award</i>	The school received the MDE finance award	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F5. Finance Governance	Board approved financial policies and procedures that create a sound financial infrastructure for management of the school including a balanced budget, reviews monthly and annual review of budget reports, and trainings <i>Provide: financial management plan with current financial policies and procedures (linked on charter website)</i>	The school has financial policies and procedures that create a sound financial infrastructure for management of the school, including: <ul style="list-style-type: none"> • a balanced budget, • monthly and annual reviews of budget reports, • trainings relating to financial management 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F6. Fund Balance	Board goals and maintenance of a cash reserve for unexpected expenses (20%)	The school has a fund balance of 20% or more	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

F7. Near Term Measures				
Current Ratio	<p>The current ratio depicts the relationship between a school's current assets and current liabilities. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations.</p> <p><i>Provide: Monthly financial statements</i></p>	Current Ratio is greater than or equal to 1.1 or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Unrestricted Days of Cash	<p>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.</p> <p><i>Provide: Actual to-date cash flow and cash flow projections through the end of the fiscal year</i></p>	60 Days Cash Or Between 30 and 60 Days Cash and one-year trend is positive	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F8. Sustainability Measures				
Debt to Asset Ratio	<p>The Debt to Asset Ratio shows the quantitative relationship between an organization's debt and assets. This measure serves as an indication of the school's financial health.</p> <p><i>Provide: Audited financial statements</i></p>	Debt to Asset Ratio is less than 0.9	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Total Margin & 3-Year Aggregate Total Margin	Total margin measures the deficit or surplus a school	Aggregated Three-Year Total Margin is positive and the most	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard	

	<p>yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Three years of Audited financial statements • Calculation of Total Margin: $\text{Net Income} / \text{Revenue}$ • Calculation of Total 3-year Margin: $\text{Total 3-year Net Income} / \text{Total 3-year Revenue}$ 	<p>recent year Total Margin is positive or Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive</p>	<p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Debt Service Coverage Ratio	<p>The ratio measures a school's ability to pay the principal and interest due on its debt based on current year's net income.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Net income: audited income statement • Depreciation expense: audited cash flow statement • Interest expense: audited cash flow statement and/or income statement • Annual principal and interest obligations: provided from the school 	<p>Debt Service Coverage Ratio is equal to or exceeds 1.1 OR meets bond covenants (if applicable, please list)</p>	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Overall Comments:				
Areas to improve to meet goals:				

Overall section score:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard
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Governance and Leadership Is the school faithful to its stated mission, goals, and objectives?				
Measures	Metrics	Contract Goal OR Target	Contract Goal or Target Performance	Evidence Provided by the school.
G1. Leadership: Structure and Capacity Contract goal: Governance membership and structure compliance	The Board of Directors will comply with Minnesota law regarding requirements and board governance structure <i>Provide: Board roster (linked on charter website) and member resume/CV to demonstrate the diverse expertise and capacities in critical areas: Finance, Legal, Education, and Board Leadership/Governance needed to execute the fiduciary duties in governing a public school and to carry out the policy making and strategic decision making roles for the long-term success of the school</i>	<ul style="list-style-type: none"> • The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board • The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience • The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
G2. Leadership: Development and Planning	The Board of Directors has a plan that includes: <ul style="list-style-type: none"> • an orientation process for bringing on new members and appropriate records • process and procedure for board training compliant with MN law 	<ul style="list-style-type: none"> • New members complete required training • The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations • The board uses a performance-based evaluation 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

	<ul style="list-style-type: none"> • process and procedure for creating and implementing new policies • process and procedure for annual Board of Directors self- evaluation <p><i>Provide: Policy Committee and Board Meeting Minutes</i></p> <p><i>Provide: Board Meeting Minutes and a summary of Survey Results</i></p>	process to assess its own performance annually		
G3. Leadership: Continuous Improvement	<p>Identify current best practices in use at your school</p> <p><i>Provide: current best practices and related data</i></p>	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G4. Leadership: Board of Directors	<p>The Board of Directors has conducted a review process, including timelines and written criteria, for the school leader</p> <p><i>Provide: Board Meeting Minutes documenting the review process and summary of the School Leader Review</i></p>	The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G5. Leadership: Administrative Support	<p>The Board supports the leader in achieving goals and securing long-term success, while respecting the distinct roles of governance vs. management</p>	<p>The board determines the strategic direction of the school by:</p> <ul style="list-style-type: none"> • setting goals aligned with the school's mission and driven by data analysis; • the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement; • the board supports the school leader(s) and demonstrates respect 	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	

		for roles		
G6. Leadership: Public Accountability and Transparency	<p>Clear, accurate, regular communication to key constituencies</p> <p><i>Provide: examples of communication to all key constituencies</i></p>	The board and school leader(s) have and implement clear and well-understood systems for communication with key stakeholders.	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G7. Management: Ethical Conduct	<p>Clear background checks for Board, Staff, and Volunteers, and board governs according to the board/school bylaws that comply with current statute</p> <p>No conflicts of interest exist or conflicts were reported and addressed including the Annual Charter School Assurances (See 124E.14, <u>Conflict of Interest for Authorizers and Charter Schools</u>)</p> <p><i>Provide: Board Meeting Minutes</i></p>	<p>The school materially complies with applicable laws and board/school bylaws relating to governance by its board:</p> <ul style="list-style-type: none"> • Members have completed required criminal background checks • Members have submitted required disclosure forms and do not have any conflicts of interest 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G8. Management: Insurance	<p>Current insurance policy that meets statutory requirements</p> <p><i>Provide: current insurance policy and highlight contract requirements</i></p>	Current insurance policy that meets statutory requirements	<p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G9. Management: Calendar/Planning	<p>School calendar has at least the required number of instructional hours</p> <p>See: <u>120A.41 (link)</u></p> <p><i>Provide: link for your next year's school calendar</i></p>	School calendar has at least the required number of instructional hours	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	

Overall Comments:	
Areas to improve to meet goals:	
Overall section score:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard

Operations and Legal Compliance

Is the school faithful to the terms of its contract?

Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
L1. Operational: Relations Contract goal: satisfaction survey	The school maintains a high level of parent, teacher and student satisfaction (if applicable, based on Charter contract goals) <i>Provide: Most recent satisfaction survey data</i>	The school generally meets the following criteria: <ul style="list-style-type: none"> • The school environment fosters a culture of learning, scholarship and high academic expectations • The school environment and interactions amongst stakeholders are respectful, supportive, professional, constructive as demonstrated with high stakeholder satisfaction • The school creates a safe environment and addresses the physical, social, emotional and health needs of its students 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

L2. Operational: Highly Qualified Faculty and Staff	<p>The school employs highly qualified, appropriately licensed teachers</p> <p><i>Provide: Chart showing internal review of the licensure folder for all current teachers</i></p>	The school materially complies with applicable laws and provisions of the charter contract relating to state certification requirements and the school meets educator evaluation, staffing and licensure requirements	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L3. Operational: Safety	<p>The school maintains a safe facility conducive to learning</p> <p><i>Provide: Facility maintenance plans, safety plans and drills, and external reviews, ie. Fire Marshal</i></p>	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act (ADA) • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage (merge w/G?) • Student transportation 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L4. Operational: Open Enrollment Compliance	<p>The school uses a fair and open enrollment process that complies with Minnesota law</p> <p>See Charter School Admissions and Enrollment Guidance (link)</p>	<p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> • The school's recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; • these policies and practices align with the requirements and recommendations from the MN Dept of Education 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
L5. Legal: Compliance Contract goal: Epicenter	Full and complete compliance with MN law , Dept of	The school materially complies with applicable laws, rules, regulations, and provisions of the charter	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets</p>	

reporting	Education audits, and Charter Contract requirements	contract relating to relevant reporting requirements to the school's authorizer, the MN Dept of Education, and/or federal authorities	Standard ___ Falls Far Below Standard	
L6. Legal: Contract Management and Oversight Contract goal: Program audits with minimal findings in English Language, Food Service, and Special Education	All contracts delineate the roles and responsibilities of the parties and articulate performance goals, timelines and terms, including consequences for inadequate performance or service. <ul style="list-style-type: none"> • Fulfillment of Charter Contract • Teacher Contracts and Evaluations • Service or management contracts 	The school material complies with contracting requirements including metrics and if audited, has minimal findings	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
L7. Legal: Regulatory and Reporting Compliance	Required reports and filings are complete, accurate, and on time <ul style="list-style-type: none"> • Board approved annual budget by July 1 • Annual report • WBWF report No violations for reporting	The school materially complies with applicable laws and provisions of the charter contract relating to relevant reporting requirements	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
L8. Legal: MDE Required Website Content Contract goal: website compliance	All website requirements are met <i>Provide: Completed <u>Charter School Website Compliance Checklist (link)</u> with web address for each item</i>	<ul style="list-style-type: none"> • All MDE website requirements are met • Current <i>Board roster is on file with Authorizer and on the school's website</i> 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
Overall Comments:				
Areas to improve to meet goals:				

Overall section score:	<div><div></div><div></div><div></div><div></div></div> <div>Exceeds</div> <div>Meets Standard</div> <div>Partially Meets Standard</div> <div>Falls Far Below Standard</div>

Bethel University | Education Department RENEWAL APPLICATION

Bethel University authorized charter schools applying for renewal of their current charter contract must complete this application and an annual site visit.

Overall, the Application should address and provide evidence for the following:

Academic and Education Program	Is the academic program a success?
Fiscal management - Budget and Finances	Is the school a financially viable and healthy organization?
Governance and Leadership	Is the school faithful to its stated mission, goals, and objectives?
Operations and Compliance	Is the school faithful to the terms of its contract?

APPLICATIONS INSTRUCTIONS AND FORMATTING

Please submit one hard copy and one electronic copy. Both the hard and electronic applications must be received by the deadline in order for the application to be considered. Receipt of complete applications will be confirmed by email.

- Paper and digital copies must be submitted to Bethel by August 1.
- **Hard copy and one jump drive** containing an electronic copy in a single file (PDF or Google docs format) to:
Bethel University - Education Department Charter Liaison
3900 Bethel Drive
St Paul, MN 55112
- **Electronic copy** (PDF or Google docs format) should be sent to:
heather-ross@bethel.edu

Formatting requirements:

- Document must be submitted in Google docs or PDF format using 1" margins, double spacing, and a 12-point font.
- Include a footer on each page with: school name, page number and total pages, and date on all pages.
- Any sources used must be credited and cited appropriately.

Please provide a detailed narrative to address each of the following sections and prompts. Applications may use the Application Template provided in the Bethel Charter School Handbook Appendix.

EXECUTIVE SUMMARY

Please provide a detailed narrative highlighting the school's accomplishments over the contract period (see specific items listed below) and a rationale for why the school's contract should be renewed. Annual reports, indicating the year and page number may be referenced.

1. The school's broadly inclusive mission statement.
2. The school's implementation of the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.
3. Overview of the school's history and development, including demographics, the grade levels served and the total student population.
4. The school's educational philosophy and instructional approach, including any innovative approaches, how this school has improved all pupil learning and all student achievement by meeting or exceeding the outcomes adopted by the MDE, and whose needs are currently not being met in the community..

ACADEMIC AND EDUCATIONAL PROGRAM

Describe the academic focus and program model and how renewal will support the development of a high quality charter school. Address how the academic program has been successful and how student learning and student achievement has been attained.

1. Describe the school's successful implementation of the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.
2. Discuss the school's attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
3. Describe the school's current challenges and how those are being addressed.
4. Provide a summary of the school's academic accountability and success in meeting its academic goals:
 - a. For school and contract specific academic goals
 - b. For special populations (special education students and English language learners)
 - c. If applicable, high school graduation and college preparation
5. Provide a summary of the school's assessment data:
 - a. Describe how the school uses assessment data to improve instructional effectiveness and student learning.
 - b. Discuss the school's student attendance and retention rates over the term of the contract.

6. Provide an overview of the school's instructional leadership:
 - a. Describe how does the school's leadership supports teacher performance (in content and pedagogy)
 - b. Describe how does the school's leadership assess the instructional practices of staff

Evidence to submit:

- Assessment results other than state assessment tests

FISCAL MANAGEMENT - BUDGET AND FINANCES

Describe the school's current financial situation and short and long-term financial plans to support the educational program.

1. Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the results of the school's financial audits and any findings.
4. Summarize any financial awards received by the school.
5. Describe the school's budget process and how it ensures:
 - a. a balanced budget
 - b. a minimum 20% fund balance
 - c. positive cash flow projections
6. Describe the school's financial governance structure and how it ensures:
 - a. appropriate controls and procedures for the management of financial resources
 - b. the school board appropriately oversees the school's financials
 - c. the school's ability to meet reporting expectations of the authorizer and state and federal agencies.

Evidence to submit:

- External audits for the contract period and if applicable, the school's response to the findings (e.g., corrective action plans)
- Current budget with fund balance listed (in annual dollar amount and annual percentage over several years) and analysis of fund balance history
- Analysis showing the school's multi-year cash flow projections/trends

GOVERNANCE AND LEADERSHIP

Describe the governance and leadership plan and how it has been faithful to and supports the stated mission, goals and objectives.

1. Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.

3. Discuss the oversight and governance plan and how it maintains an appropriate balance of power while respecting the distinct roles of governance v management.
4. Describe the board's capacity to administer and manage:
 - a. short and long-term strategic planning
 - b. communication with stakeholders
 - c. review and adherence to bylaws and policies
 - d. evaluating the performance of the Executive Director
 - e. measuring student/family and teacher/staff satisfaction
 - f. assessing and addressing issues with facility and learning environment
5. Summarize compliance with current [MN Statute](#)

Evidence to submit:

- Resumes for school leadership and current board members
- Describe any plans to increase the board's capacity.
- Current strategic plan

OPERATIONS AND LEGAL COMPLIANCE

Describe the operations and legal compliance plan and how it has ensured fulfilling the terms of the charter contract.

1. Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.
2. Describe the school's current challenges and how those are being addressed.
3. Discuss the operations and legal compliance plan to administer and manage the school while meeting the terms of the charter contract.
4. Discuss the school's systems and controls that ensure compliance with legal and charter requirements including access to legal counsel.

Evidence to submit:

- Current continuous improvement plan and/or current strategic plan

Bethel University | Education Department

RENEWAL ASSESSMENT RUBRIC

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories: <ul style="list-style-type: none"> • Academic and Education Program (most important factor) • Fiscal Management - Budget and Finances • Governance and Leadership • Operations and Legal Compliance 			
Measures	Metrics	Evidence	Score

Scores will be based on the following measures:

<input type="checkbox"/> Exceeds standard The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. The information supplied is accurate, appears realistic, and responds to all application elements. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. No weaknesses are present.
<input type="checkbox"/> Meets standard The response addresses application elements in most areas and strengths outweigh weaknesses. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.
<input type="checkbox"/> Does not meet standard The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.

APPLICATION

Executive Summary			
Measures	Metrics	Evidence from application	Score
Mission and Vision	Mission and vision statements are inclusive, sound, and viable.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Statute	The statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Demographics	Overview of the school's history and development, including demographics, the grade levels served and the total student population.	Must include demographics for the contract period	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Educational Philosophy	Application includes a mission-aligned educational philosophy and instructional approach that addresses innovation, and presents clear plans to improve student academic achievement.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard

Academic and Education Program			
Measures	Metrics	Evidence from application	Score
Overall Academic Performance and Educational Program	Describe how the school is successfully implementing the statutory purposes (primary purpose and additional purposes) the school intends to fulfill, per Minnesota Statutes, section 124E.01, subdivision 1 and the outcomes adopted by the commissioner for public school students, including world's best workforce goals under Minnesota Statutes, section 120B.11, subdivision 1.	<i>Must include assessment results other than state assessment tests</i>	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard

Meeting Contract Goals	Discuss the school's attainment of academic contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Academic Accountability	Provide a summary of the school's academic accountability and success in meeting its academic goals: <ul style="list-style-type: none"> • For school and contract specific academic goals • For special populations (special education students and English language learners) • If applicable, high school graduation and college preparation 		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Assessment Data	Provide a summary of the school's assessment data: <ul style="list-style-type: none"> • Describe how the school uses assessment data to improve instructional effectiveness and student learning. • Discuss the school's student attendance and retention rates over the term of the contract. 		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Instructional Leadership	Provide an overview of the school's instructional leadership: <ul style="list-style-type: none"> • Describe how does the school's leadership supports teacher performance (in content and pedagogy) • Describe how does the school's leadership assess the instructional practices of staff 		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Fiscal Management - Budget and Finance			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	Overall, is the school financially solvent and stable? Discuss the school's attainment of financial contract goals. If they have not been met, summarize the plan to address or remedy the shortcomings.	Must include: <ul style="list-style-type: none"> • Current budget with fund balance listed (in annual dollar amount and annual percentage over several years) and analysis of fund balance history • Analysis showing the school's multi-year cash flow projections/trends 	__ Exceeds __ Meets Standard __ Does Not Meet Standard
Challenges	Describe the school's current challenges and how those are being addressed.		__ Exceeds __ Meets Standard __ Does Not Meet Standard
Audits	Annual financial audits by a qualified and independent external auditor as prescribed by MN law and: <ul style="list-style-type: none"> • no deficiencies • or deficiencies are addressed through reduction and/or elimination 	<i>Must include external audits for the contract period and if applicable, the school's response to the findings (e.g., corrective action plans)</i>	__ Exceeds __ Meets Standard __ Does Not Meet Standard
Finance Award	Minnesota Department of Education Finance Award Recipient	<i>Provide evidence of MDE Finance Award</i>	__ Exceeds __ Meets Standard __ Does Not Meet Standard
Budget process	Describe the school's budget process and how it ensures: <ul style="list-style-type: none"> • a balanced budget • a minimum 20% fund balance • positive cash flow projections • discuss potential changes to staffing, food service, transportation and other expansion-related services in terms of the financial impact 		__ Exceeds __ Meets Standard __ Does Not Meet Standard

Finance Governance	Describe the school's financial governance structure and how it ensures: <ul style="list-style-type: none"> • appropriate controls and procedures for the management of financial resources • the school board appropriately oversees the school's financials • the school's ability to meet reporting expectations of the authorizer and state and federal agencies. • describe anticipated changes resulting from the proposed expansion, including but not limited to potential changes to staffing and contracted services in terms of financial oversight 		__ Exceeds __ Meets Standard __ Does Not Meet Standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Governance and Leadership			
Measures	Metrics	Evidence from application	
Meeting Contract Goals	Discuss the school's attainment of governance and leadership contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.	Must include: <ul style="list-style-type: none"> • Resumes for school leadership and current board members • Describe any plans to increase the board's capacity. • Current strategic plan 	__ Exceeds __ Meets Standard __ Does Not Meet Standard
Challenges	Describe the school's current challenges and how those are being addressed.		__ Exceeds __ Meets Standard __ Does Not Meet Standard

Governance Plan	Discuss the oversight and governance plan and how it maintains an appropriate balance of power while respecting the distinct roles of governance v management.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Governance Capacity	Discuss the school's plan to address what changes in capacity may need to be made to the school's current governance and management structure to address the expansion: <ul style="list-style-type: none"> • short and long-term strategic planning • communication with stakeholders • review and adherence to bylaws and policies • evaluating the performance of the Executive Director • measuring student/family and teacher/staff satisfaction • assessing and addressing issues with facility and learning environment 		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Compliance	Summarize compliance with current MN Statute and how this will be sustained with an expansion		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

Operations and Legal Compliance			
Measures	Metrics	Evidence from application	Score
Meeting Contract Goals	Overall, is the school faithful to the terms of its contract?	Must include:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard

	Discuss the school's attainment of operations and legal compliance contract goals, if applicable. If they have not been met, summarize the plan to address or remedy the shortcomings.	<ul style="list-style-type: none"> Current continuous improvement plan and/or current strategic plan 	<input type="checkbox"/> Does Not Meet Standard
Challenges	Describe the school's current challenges and how those are being addressed.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Operations Plan	Discuss the operations and legal compliance plan to administer and manage the school while meeting the terms of the charter contract.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Operations	Discuss the school's systems and controls that ensure compliance with legal and charter requirements including access to legal counsel.		<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Does Not Meet Standard
Areas to improve to meet/exceed standard:			
Overall section score:			<input type="checkbox"/> Exceeds standard <input type="checkbox"/> Meets standard <input type="checkbox"/> Does not meet standard

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ANNUAL ASSESSMENT RUBRICS

As an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school's attainment of its contract academic outcomes and goals. Successful performance in the areas of fiscal management, governance and leadership, operations and legal compliance, do not outweigh improving pupil learning and student achievement for all students.

Accountability Categories					
<ul style="list-style-type: none"> Academic and Education Program (most important factor) Fiscal Management - Budget and Finances Governance and Leadership Operations and Legal Compliance 					
Measures	Metrics	Contract Goal or Target Performance		Evidence	
Alignment with MN Charter Statute, Northstar (ESSA) and WBWF	Metrics are the methods of evaluating a measure.	Contract goals emphasized with yellow background. Targets are the thresholds that signify success for a specific measure.		Provided by the school.	
From previous year's assessment:					
Last year's level: <input type="checkbox"/> Authorized <input type="checkbox"/> Level One <input type="checkbox"/> Level Two <input type="checkbox"/> Level Three <input type="checkbox"/> Level Four <input type="checkbox"/> Level Five					
Areas of Focus or Performance Improvement Plan update (if applicable):					
May include initiatives, interventions/corrections, MDE Audit results					

Scores will be based on the following measures:

CONTRACT GOALS	
Multi-year goal <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track	One-year goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

PERFORMANCE TARGETS
<input type="checkbox"/> Exceeds Standard The school exceeds expectations set in contract goals or performance targets and shows exemplary performance. Strengths are numerous and/or align with characteristics of a high quality charter school.
<input type="checkbox"/> Meets Standard The school fully and consistently meets contract goals or performance targets. There is no evidence to indicate not meeting contract goals or performance targets. Strengths are numerous and/or weaknesses are minor and unlikely to adversely impact student achievement or school operations.
<input type="checkbox"/> Partially Meets Standard The school meets the majority of contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Strengths may be noted and/or weaknesses may adversely impact student achievement or school operations.
<input type="checkbox"/> Falls Far Below Standard The school meets fewer than half of the contract goals or performance targets. There is evidence to indicate that the school did not meet contract goals or performance targets. Weaknesses are significant and outweigh strengths and are likely to adversely impact student achievement or school operations.

Academic and Education Program
Is the academic program a success?

Measures	Metrics	Contract Goal OR Target	Scores on Contract Goal or Target Performance	Evidence Provided by the school.
Charter Statute Primary purpose	The primary purpose of charter schools is to improve all pupil learning and all student achievement.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
Charter Statute Additional purposes	The additional purposes of charters schools is to: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A1. Mission and Vision	Operations and programming are consistently true to mission and vision and support learning opportunities for all pupils	<ul style="list-style-type: none"> Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school's mission and key design elements The school has implemented the key design elements in the approved charter 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

A2. Educational Philosophy	Educational Philosophy aligns with and supports the school's mission and vision and may support charter statute secondary purposes	School-specific goal(s)	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A3. Academic Governance (Goal Setting and Achievement)	<i>Provide: Annual or 5-year school performance goals, Data-based indicators, and percentage academic and operating performance goals met</i> <i>Consider using <u>Contract Goal Tracker TEMPLATE</u></i>	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy.	Multi-year goal ___ On Track ___ Not On Track One-year goal ___ Goal Met ___ Goal Not Met	
A4. School Culture: Other measures of success determined by the schools	I.e. 1-year job satisfaction/placement; measures of character education; second language acquisition	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A5. Assessment: MDE Expectations <i>World's Best Workforce <u>MN Statute 120B.11 (link)</u></i> <i>ESSA <u>Every Student Succeeds Act (ESSA) Minnesota state plan</u></i>	WBWF: All children are ready for school. <i>Provide: WBWF All children are ready for school measure.</i>	School-specific goal(s)	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
A6. Assessment: Unique school specific or other	Determined by each school: Define and use appropriate	School-specific goal(s)	___ Exceeds ___ Meets Standard	

<p>assessments implemented by school</p> <p>Charter Statute Secondary purposes: (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</p> <p>Northstar: progress toward English language proficiency</p>	<p>measures to document</p> <p>Northstar: progress toward English language proficiency</p> <p><i>Provide: ACCESS composite proficiency level of 4.5 and at least three out of four domains at or above 3.5</i></p>		<p>___ Partially Meets Standard ___ Falls Far Below Standard</p>	
<p>A7. Assessment: Proficiency Levels on State Assessments by Grade and Subject</p> <p>WBWF: All third-graders can read at grade level</p> <p>Northstar: academic achievement</p>	<p>WBWF: MCA 3rd grade</p> <p>Northstar: academic achievement</p> <p><i>Provide: MCA proficiency grade 3 reading</i></p> <p><i>Percentage of students scoring at each state performance level</i></p> <p><i>Percentage of students at a school whose learning currently meets or exceeds their grade-level standards in math and reading</i></p>	<p>[Between 60–85 percent] of students met or exceeded proficiency</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	

A8. Assessment: Comparative Proficiency	<p>Contract specific or Target = the average performance of students in schools serving similar populations in the same grades)</p> <p><i>Provide: data comparing charter school performance with area districts including demographic data if available</i></p> <p><u>DRAFT Comparative Schools Template (link)</u></p>	<p>School's average proficiency rate [meets or exceeds by up to 15 percentage points]</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
A9. Assessment: Student Growth Northstar: academic progress	<p>Northstar: academic progress</p> <p>Contract specific or Target = students obtain maintain, or improve academic growth</p> <p><i>Provide: Percentage of students achieving or exceeding targeted gains</i></p> <p><i>Percentages of students increasing their learning relative to grade-level standards in math and reading</i></p>	<p>[Between 60–85 percent] of students obtain maintain, or improve academic growth</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
A10. Assessment: Achievement Equity WBWF: All racial and economic achievement gaps between students are closed.	<p>Contract specific or Target = students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth</p> <p><i>Provide: Disaggregate data from MCA Testing</i></p>	<p>[Between 70–85 percent] of students in eligible subgroups meet or exceed standards for achievement and/or maintain or improve for academic growth</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
A11. Assessment: High School Completion WBWF: All students graduate from high school.	<p>WBWF: All students graduate from high school</p> <p>Contract specific or Target = Northstar: graduation rates</p>	<p>[80–89 percent] of students graduated from high school</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below</p>	

Northstar: graduation rates	<i>Provide: Four-year and seven-year graduation rates</i>		Standard	
A12. Assessment: College Preparedness WBWF: All students are ready for career and college.	<i>Provide: Median score</i> <i>Percentage of students taking college entrance exam</i> <i>Percentage of students reaching score predictive of college success on exam (as determined by the test publisher)</i>	School-specific goal(s)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
A13. Assessment: Postsecondary Admission (if applicable to school mission) WBWF: All students are ready for career and college	<i>Provide: Percentage of students gaining admission to post secondary institutions (4-year and 2-year colleges, trade and apprentice programs)</i>	[70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Overall Comments:				
Areas to improve to meet goals:				
Overall section score:				<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard

Fiscal Management - Budget and Finance

Is the school a financially viable and healthy organization?

Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
F1. Audits Contract goal: Clean Audit	Annual financial audits by a qualified and independent external auditor as prescribed by MN law <i>Provide: most recent audit and if necessary, proof of addressing deficiencies</i>	Annual financial audits by a qualified and independent external auditor as prescribed by MN law and: <ul style="list-style-type: none"> • no deficiencies • or deficiencies are addressed through reduction and/or elimination 	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F2. Budget Forecast	5 year budget forecasts are up-to-date and meet Charter contract goals <i>Provide: Board approved budget with forecast included</i>	Budget forecasts meet contract goals and/or bond covenants (if applicable) and reflect a maintaining a 20% fund balance	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	
F3. Enrollment Northstar: consistent attendance	Accurate measurement and tracking of current and projected student enrollment Contract specific or Target = Northstar: consistent attendance (percentage of students attending more than 90 percent of the days they are enrolled at a school) <i>Provide: Percentage of students attending more than 90 percent of the days they are enrolled at a school Percentage of students re-enrolled from one year to the next</i>	The school's attendance rate equal to or greater than 90% as published by MDE AND at least 80% of students in non-break grades (ie. transition from middle school to high school) return to school the next year	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

	<p><i>Percentage of students continuously enrolled for multiple years</i></p> <p><i>Track, document, and report on why students leave the school by administering and documenting the results of exit interviews. See note below.</i></p>			
F4. Finance Awards Contract goal: MDE Finance Award	Minnesota Department of Education Finance Award Recipient <i>Provide: MDE Finance Award</i>	The school received the MDE finance award	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F5. Finance Governance	Board approved financial policies and procedures that create a sound financial infrastructure for management of the school including a balanced budget, reviews monthly and annual review of budget reports, and trainings <i>Provide: financial management plan with current financial policies and procedures (linked on charter website)</i>	The school has financial policies and procedures that create a sound financial infrastructure for management of the school, including: <ul style="list-style-type: none"> • a balanced budget, • monthly and annual reviews of budget reports, • trainings relating to financial management 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F6. Fund Balance	Board goals and maintenance of a cash reserve for unexpected expenses (20%)	The school has a fund balance of 20% or more	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	

F7. Near Term Measures				
Current Ratio	<p>The current ratio depicts the relationship between a school's current assets and current liabilities. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations.</p> <p><i>Provide: Monthly financial statements</i></p>	Current Ratio is greater than or equal to 1.1 or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Unrestricted Days of Cash	<p>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.</p> <p><i>Provide: Actual to-date cash flow and cash flow projections through the end of the fiscal year</i></p>	60 Days Cash Or Between 30 and 60 Days Cash and one-year trend is positive	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
F8. Sustainability Measures				
Debt to Asset Ratio	<p>The Debt to Asset Ratio shows the quantitative relationship between an organization's debt and assets. This measure serves as an indication of the school's financial health.</p> <p><i>Provide: Audited financial statements</i></p>	Debt to Asset Ratio is less than 0.9	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Total Margin & 3-Year Aggregate Total Margin	Total margin measures the deficit or surplus a school	Aggregated Three-Year Total Margin is positive and the most recent year	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard	

	<p>yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Three years of Audited financial statements • Calculation of Total Margin: $\text{Net Income} / \text{Revenue}$ • Calculation of Total 3-year Margin: $\text{Total 3-year Net Income} / \text{Total 3-year Revenue}$ 	Total Margin is positive or Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive	<p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Debt Service Coverage Ratio	<p>The ratio measures a school's ability to pay the principal and interest due on its debt based on current year's net income.</p> <p><i>Provide:</i></p> <ul style="list-style-type: none"> • Net income: audited income statement • Depreciation expense: audited cash flow statement • Interest expense: audited cash flow statement and/or income statement • Annual principal and interest obligations: provided from the school 	Debt Service Coverage Ratio is equal to or exceeds 1.1 OR meets bond covenants (if applicable, please list)	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
Overall Comments:				
Areas to improve to meet goals:				
Overall section score:				___ Exceeds

__ Meets Standard
 __ Partially Meets Standard
 __ Falls Far Below Standard

Governance and Leadership

Is the school faithful to its stated mission, goals, and objectives?

Measures	Metrics	Contract Goal OR Target	Contract Goal or Target Performance	Evidence Provided by the school.
G1. Leadership: Structure and Capacity Contract goal: Governance membership and structure compliance	The Board of Directors will comply with Minnesota law regarding requirements and board governance structure <i>Provide: Board roster (linked on charter website) and member resume/CV to demonstrate the diverse expertise and capacities in critical areas: Finance, Legal, Education, and Board Leadership/Governance needed to execute the fiduciary duties in governing a public school and to carry out the policy making and strategic decision making roles for the long-term success of the school</i>	<ul style="list-style-type: none"> • The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board • The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience • The board has adequate filled seats, and regularly has a quorum, according to the school's bylaws 	__ Exceeds __ Meets Standard __ Partially Meets Standard __ Falls Far Below Standard	
G2. Leadership: Development and Planning	The Board of Directors has a plan that includes: <ul style="list-style-type: none"> • an orientation process for bringing on new members and appropriate records • process and procedure for board training compliant with 	<ul style="list-style-type: none"> • New members complete required training • The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations • The board uses a 	__ Exceeds __ Meets Standard __ Partially Meets Standard __ Falls Far Below Standard	

	<p>MN law</p> <ul style="list-style-type: none"> • process and procedure for creating and implementing new policies • process and procedure for annual Board of Directors self- evaluation <p><i>Provide: Policy Committee and Board Meeting Minutes</i></p> <p><i>Provide: Board Meeting Minutes and a summary of Survey Results</i></p>	performance-based evaluation process to assess its own performance annually		
G3. Leadership: Continuous Improvement	<p>Identify current best practices in use at your school</p> <p><i>Provide: current best practices and related data</i></p>	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G4. Leadership: Board of Directors	<p>The Board of Directors has conducted a review process, including timelines and written criteria, for the school leader</p> <p><i>Provide: Board Meeting Minutes documenting the review process and summary of the School Leader Review</i></p>	The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	
G5. Leadership: Administrative Support	<p>The Board supports the leader in achieving goals and securing long-term success, while respecting the distinct roles of governance vs. management</p>	<p>The board determines the strategic direction of the school by:</p> <ul style="list-style-type: none"> • setting goals aligned with the school's mission and driven by data analysis; • the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement; • the board supports the school 	<p><input type="checkbox"/> Exceeds</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Partially Meets Standard</p> <p><input type="checkbox"/> Falls Far Below Standard</p>	

		leader(s) and demonstrates respect for roles		
G6. Leadership: Public Accountability and Transparency	<p>Clear, accurate, regular communication to key constituencies</p> <p><i>Provide: examples of communication to all key constituencies</i></p>	The board and school leader(s) have and implement clear and well-understood systems for communication with key stakeholders.	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G7. Management: Ethical Conduct	<p>Clear background checks for Board, Staff, and Volunteers, and board governs according to the board/school bylaws that comply with current statute</p> <p>No conflicts of interest exist or conflicts were reported and addressed including the Annual Charter School Assurances (See 124E.14, <u>Conflict of Interest for Authorizers and Charter Schools</u>)</p> <p><i>Provide: Board Meeting Minutes</i></p>	<p>The school materially complies with applicable laws and board/school bylaws relating to governance by its board:</p> <ul style="list-style-type: none"> • Members have completed required criminal background checks • Members have submitted required disclosure forms and do not have any conflicts of interest 	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G8. Management: Insurance	<p>Current insurance policy that meets statutory requirements</p> <p><i>Provide: current insurance policy and highlight contract requirements</i></p>	Current insurance policy that meets statutory requirements	<p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	
G9. Management: Calendar/Planning	<p>School calendar has at least the required number of instructional hours</p> <p>See: <u>120A.41 (link)</u></p> <p><i>Provide: link for your next</i></p>	School calendar has at least the required number of instructional hours	<p>___ Exceeds</p> <p>___ Meets Standard</p> <p>___ Partially Meets Standard</p> <p>___ Falls Far Below Standard</p>	

	<i>year's school calendar</i>			
Overall Comments:				
Areas to improve to meet goals:				
Overall section score:				___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard

Operations and Legal Compliance Is the school faithful to the terms of its contract?				
Measures	Metrics	Contract Goal OR Target	Score on Contract Goal or Target Performance	Evidence Provided by the school.
L1. Operational: Relations Contract goal: satisfaction survey	The school maintains a high level of parent, teacher and student satisfaction (if applicable, based on Charter contract goals) <i>Provide: Most recent satisfaction survey data</i>	The school generally meets the following criteria: • The school environment fosters a culture of learning, scholarship and high academic expectations • The school environment and interactions amongst stakeholders are respectful, supportive, professional, constructive as demonstrated with high stakeholder	___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard	

		<p>satisfaction</p> <ul style="list-style-type: none"> • The school creates a safe environment and addresses the physical, social, emotional and health needs of its students 		
L2. Operational: Highly Qualified Faculty and Staff	<p>The school employs highly qualified, appropriately licensed teachers</p> <p><i>Provide: Chart showing internal review of the licensure folder for all current teachers</i></p>	<p>The school materially complies with applicable laws and provisions of the charter contract relating to state certification requirements and the school meets educator evaluation, staffing and licensure requirements</p>	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
L3. Operational: Safety	<p>The school maintains a safe facility conducive to learning</p> <p><i>Provide: Facility maintenance plans, safety plans and drills, and external reviews, ie. Fire Marshal</i></p>	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act (ADA) • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage (merge w/G?) • Student transportation 	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	
L4. Operational: Open Enrollment Compliance	<p>The school uses a fair and open enrollment process that complies with Minnesota law</p> <p>See Charter School Admissions and Enrollment Guidance (link)</p>	<p>The school generally meets the following criteria:</p> <ul style="list-style-type: none"> • The school's recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; • these policies and practices align with the requirements and recommendations from the MN Dept of Education 	<p>___ Exceeds ___ Meets Standard ___ Partially Meets Standard ___ Falls Far Below Standard</p>	

L5. Legal: Compliance Contract goal: Epicenter reporting	Full and complete compliance with <u>MN law</u> , Dept of Education audits, and Charter Contract requirements	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, the MN Dept of Education, and/or federal authorities	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
L6. Legal: Contract Management and Oversight Contract goal: Program audits with minimal findings in English Language, Food Service, and Special Education	All contracts delineate the roles and responsibilities of the parties and articulate performance goals, timelines and terms, including consequences for inadequate performance or service. <ul style="list-style-type: none"> • Fulfillment of Charter Contract • Teacher Contracts and Evaluations • Service or management contracts 	The school material complies with contracting requirements including metrics and if audited, has minimal findings	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
L7. Legal: Regulatory and Reporting Compliance	Required reports and filings are complete, accurate, and on time <ul style="list-style-type: none"> • Board approved annual budget by July 1 • Annual report • WBWF report No violations for reporting	The school materially complies with applicable laws and provisions of the charter contract relating to relevant reporting requirements	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
L8. Legal: MDE Required Website Content Contract goal: website compliance	All website requirements are met <i>Provide: Completed <u>Charter School Website Compliance Checklist (link)</u> with web address for each item</i>	<ul style="list-style-type: none"> • All MDE website requirements are met • Current <i>Board roster is on file with Authorizer and on the school's website</i> 	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard	
Overall Comments:				

Areas to improve to meet goals:	
Overall section score:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input type="checkbox"/> Falls Far Below Standard

RENEWAL ASSESSMENT SUMMARY

Charter School:	Assessment date:
Conflict of Interest: <input type="checkbox"/> Forms completed and included in application.	Conflict of Interest: <input type="checkbox"/> Forms completed prior to review.
Charter School Board and Leadership:	Reviewed by:
Contract renewal date:	Approved for: <input type="checkbox"/> Expansion <input type="checkbox"/> Transfer/Mutual Non-renewal, New Contract length _____ years <input type="checkbox"/> Renewal, New Contract length _____ years

Measures	Comments
Overall Academic Performance and Educational Program	APPLICATION
	SITE VISIT
Overall Fiscal Management - Budget and Finance	APPLICATION
	SITE VISIT
Overall Governance and Leadership	APPLICATION
	SITE VISIT
Overall Operations and Legal Compliance	APPLICATION
	SITE VISIT
Reflection	APPLICATION

Suggested Improvement Plan with timeline (if applicable):	
Completed performance improvement plan: <input type="checkbox"/> Date:	
Contract: <ul style="list-style-type: none"> <input type="checkbox"/> Negotiations, Date completed: <input type="checkbox"/> Board approved, Date completed: <input type="checkbox"/> Submitted to MDE, Date completed: <input type="checkbox"/> MDE response, Date and decision: <input type="checkbox"/> Revisions to MDE (if applicable), Date: <input type="checkbox"/> MDE response, Date and decision: 	

Charter School Closure Plan

Bethel University | Education Department CHARTER SCHOOL CLOSURE PLAN

The role of the authorizer in a closure process is to promptly notify the Department of Education and Commissioner of Education of the closure, and to monitor the closure proceedings undertaken by the Board to the extent possible.

The Charter School Board (the Board) is responsible for ensuring the School is closed in an orderly fashion according to Applicable Law. The Charter School Board shall provide Bethel University with verification of completion of the items listed below.

Primary Charter School Personnel responsible for closure plan

Name: _____ Phone: _____

Email: _____

Secondary Charter School Personnel responsible for closure plan (if applicable)

Name: _____ Phone: _____

Email: _____

		Completion Date		Review	
Task #	Task and Description of Required Actions	Targeted	Actual	Internal Review	Authorizer Review
Authorizer Actions					
Notification of MN Department of Education and the Commissioner of Education		Within 10 days from charter revocation			
Immediate Board Actions					
1	Establish <i>ad hoc</i> School Board Committee for possible school closure <input type="checkbox"/> Designate School contact person(s) to send and receive communications from Bethel University. <input type="checkbox"/> Designate school employees or School Board members who will handle various aspects of School closure operations; and <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to Bethel University. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any.				
2	Reserve Funds Segregated by School Board resolution in a separate checking account up to \$50,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.				
Notifications and Further Actions					
3	Notification of Parents / Guardians Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:	Within 10 days from			

	<ul style="list-style-type: none"> <input type="checkbox"/> date of the last day of regular instruction; <input type="checkbox"/> cancellation of any planned summer school; <input type="checkbox"/> enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> inclusion of a listing of the names of charter, parochial, public and private schools in the area, <input type="checkbox"/> how the school will provide information and assistance to families that will help them to enroll their students in another school. <input type="checkbox"/> how transfer of student records (including disciplinary records) will be handled and offer of copies of student records before the CHARTER REVOCATION; <input type="checkbox"/> Provide Bethel University with a copy of the notice. 	charter revocation			
4	<p>Final Report Cards and Student Records Notice Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school. <input type="checkbox"/> Provide Bethel University with a copy of the notice. 	Within 7 days from charter revocation			
5	<p>Transfer of Student Records and Testing Material No later than 10 days after CHARTER REVOCATION send student records to the student's district of residence, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56 <input type="checkbox"/> all other student records. <input type="checkbox"/> Provide Bethel University with confirmation of records transfer. <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location. The school should also send a set of Individual Student Reports to the resident district and parents. <input type="checkbox"/> Provide notice to inform the student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g). 	Within 10 business days from charter revocation			
6	<p>Notification of School Districts Within 7 days after the charter revocation, the School must notify the school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide Bethel University with a copy of the notice. 	Within 7 days from charter revocation			
7	<p>Notification of Funding Sources / Charitable Partners Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p>	Within 7 days from charter revocation			

	<ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. <input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 				
8	<p>Notification of Contractors and Termination of Contracts Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide Bethel University with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, see below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time. 	Within 20 days from charter revocation			
9	<p>Notification of Employees and Benefit Providers After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) See School Wind-Up Plan and Action regarding payment of taxes, below.</p>	No later than 60 days BEFORE charter revocation			
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Within 20 days from charter revocation			
11	<p>Notification of Bethel University Regarding Lawsuits As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify Bethel University and provide copies of legal papers received. The School has an ongoing obligation to keep Bethel University informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	Expectation is no more than 7 days from receipt of notice			
Assets, Creditors and Debtors					
12	List of Creditors and Debtors; UCC Search	Within 20 days after			

	<p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to Bethel University with the amount owed to each creditor thereon and the amount owed by each debtor. 	the charter revocation			
13	<p>Notification to Creditors Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Within 30 days after the charter revocation			
14	<p>Notification to Debtors Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Within 30 days after the charter revocation			
15	<p>School Wind-Up Plan and Action The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to Bethel University. The plan should include, but not be limited to, the following. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to Bethel University through Interim Statements and a Final Statement (below). 	Within 20 days of charter revocation			
16	Protection of Assets; Insurance				

	<p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 				
17	<p>Inventory No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide Bethel University with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing organization, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	No later than 30 days BEFORE charter revocation			
18	<p>Liquidation of Assets Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>				
19	<p>D&O Insurance Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>				
20	<p>Interim Statements No later than 10 days after CHARTER REVOCATION, prepare, and submit to Bethel University, an interim statement in a form satisfactory to Bethel University, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to Bethel University at 30 day intervals until the final statement (below) is prepared and submitted.</p>	Within 10 days after charter revocation			

21	Final Statement At a date to be determined by Bethel University, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of Bethel University a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing: <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to Bethel University in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). 	Within 90 days of charter revocation			
Corporate Records / Accounting					
22	Final Financial Statement Audit The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1 st of the calendar year in which the School ceases instruction.				
23	Closeout of State and Federal Grants State, federal and other grants must be closed out, including: <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>				
24	U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.				
25	IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to Bethel University. 				
26	Corporate Records In all cases, the School Board shall maintain all corporate records related to: <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and 				

	<input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.				
Dissolution / Final Distribution of Assets					
27	Resolution of Dissolution The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.				
28	Dissolution If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include: <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to Bethel University.</p> <p>Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>				
29	Final Distribution of Assets All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations. <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> <input type="checkbox"/> An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) <input type="checkbox"/> In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 				